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ABSTRACT

Intended for integration into existing secondary education-level vocational agriculture programs, these documents contain 47 competency-based instructional modules on agricultural business supplies and services. The instructor's manual contains guide sheets for each of the modules and a section on addressing students with special needs. The guide sheets include student behavioral attitude objectives, a list of module contents, the terminal activity students must perform to demonstrate competence, answers to student activities, and the instructor's final checklist for the module terminal objective. The student materials include the modules themselves (typically, a narrative introduction, directions for either taking the module or immediately trying to perform the module's terminal activity to demonstrate competence, the module's behavioral objective, narrative instruction sheet or sheets, a student activity, the terminal activity, and the final checklist on which competence is recorded). Materials such as the pages of machine parts catalogues and machine part specification sheets are included in the modules for student use. (CML)

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Instructor's Manual

AGRICULTURAL BUSINESS SUPPLIES AND SERVICES

Competency - Based Education

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Kentucky Department of Education

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Instructor's Manual

for

Agricultural Business Supplies and Services

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1987

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INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES 1

ACKNOWLEDGEMENTS

Appreciation is expressed to the following people for their contributions to the development of this competency-based curriculum package.

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FOREWORD

The Agribusiness Supplies and Services Modules contained in this package were developed by the University of Kentucky, under the direction of Dr. Charles Byers, professor of Agricultural Education. The project was initiated by the Agribusiness Education Unit in the Office of Vocational Education.

A committee of Vocational Agriculture teachers, consisting of Larry Vaught, James Bailey, John Mattingly and Ken Stringer, along with the Agribusiness Education staff, selected the tasks from the Agricultural Supplies/Services Competency List for which these modules were developed.

The primary purpose of developing modules for Agribusiness Supplies and Services is to provide materials to all Vocational Agriculture Programs that can be integrated into existing courses. With the number of job opportunities in Production Agriculture decreasing and jobs in the Agribusiness sector increasing, Vocational Agriculture Programs should be including more Agribusiness instruction in the curriculum.

Therefore, it is recommended that these modules be utilized throughout the Vocational Agriculture Program to upgrade students' skills in Agribusiness Supplies and Services.

Rodney Kelly, Director
Agribusiness Education

LIST OF AGRICULTURAL BUSINESS SUPPLIES AND SERVICES MODULES

Agricultural Business Management

ABSS-3.02	Understanding the Legal Responsibility of a Business Serving the Public
ABSS-3.03	Developing Objectives for the Business that will Promote Business Growth
ABSS-3.04	Understanding the Types of Business Organization
ABSS-3.06	Understanding and Applying the Basic Requirements for Starting a Business
ABSS-3.07	Preparing and Interpreting a Financial Statement of the Business
ABSS-3.11	Using Business Goals for Preparing a Total Business Budget
ABSS-3.17	Granting Credit
ABSS-3.20	Explaining the Relationships of Cash Grain Prices to Futures
ABSS-3.21	Locating and Interpreting Market Information
ABSS-3.27	Computing Margins and Markups
ABSS-3.30	Using the Telephone for Business Transactions
ABSS-3.32	Preparing a Job Application
ABSS-3.33	Understanding Government Programs in Agriculture
ABSS-3.34	Using the Futures Market
ABSS-3.35	Marketing Agricultural Products
ABSS-3.36	Understanding Legal Requirements for Off-Farm Employment
ABSS-3.37	Using the Computer
ABSS-3.38	Determining Career Opportunities in Agribusiness
ABSS-3.39	Preparing Cooperative Experience Training Plans
ABSS-3.40	Keeping Records on Off-Farm SOEPs

Clerical

ABSS-4.02	Prepare Letters to Customers
ABSS-4.06	Prepare Warehouse Receipts

ABSS-4.07	Preparing and Writing Sales Tickets
ABSS-4.09	Prepare Bills of Lading
ABSS-4.10	Preparing Purchase Orders
ABSS-4.12	Preparing Bank Deposit Forms
ABSS-4.13	Setting Up Customer Files
ABSS-4.14	Preparing Monthly Bills
ABSS-4.15	Balance Cash Drawer Against Register Reading
ABSS-4.16	Check Received Merchandise Against Invoice Listings
ABSS-4.17	Balancing a Checkbook
ABSS-4.18	Writing Checks

Merchandising

ABSS-5.02	Demonstrate the Steps of Successful Selling
ABSS-5.06	Organize a Facility for Effective Merchandising
ABSS-5.14	Develop Displays
ABSS-5.15	Developing an Effective System of Inventory Control
ABSS-5.21	Interpreting Labels on Agricultural Products

Personal Qualities

ABSS-6.01	Demonstrate the Ability to Get Along with Others
ABSS-6.04	Demonstrate Personal Integrity and Work Habits
ABSS-6.05	Budgeting Time
ABSS-6.06	Demonstrate the Ability to Follow Directions
ABSS-6.07	Demonstrate Acceptable Personal Appearance and Hygiene
ABSS-6.10	Maintaining Employer-Employee Relations

Performing Clerical Duties

ABSS-11.09	Maintaining Inventory Cotnrol Systems
ABSS-11.18	Operating Calculating Machine to Total Sales

Performing Customer Sales Duties

ABSS-12.24 Using Parts Catalog or Microfiche to Determine Part Number

ABSS-12.34 Measuring, Weighing, and Packaging Agricultural Products

INSTRUCTIONAL MATERIALS LIST

Binkley, Harold R., and Charles W. Byers, Handbook on Student Organizations in Vocational Education. Danville, IL: The Interstate Printers and Publishers, Inc., 1982.

Binkley, Harold R., and Charles W. Byers, SOE Programs in Agriculture. Danville, IL: The Interstate Printers and Publishers, Inc., 1984.

The Farm Management Guide. St. Louis, MO: Doane-Western, Inc. (most update edition).

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competency. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Education Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activity--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment, when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the modules, where to find materials, how and when tests will be given, how "passing" or competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the modules may become the teacher's lesson plan and utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed by module or cluster of modules, explanation of what is to be learned and why, presentation of information in small chunks, demonstration of how, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the class for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe, Olympus Publishing Company, Salt Lake City, Utah 84105, for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this many be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

NOTE: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by teacher, experienced workers, and previously trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. ______ was no good; so will be his son." "She can never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (person with like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations and worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES: PROBLEM SOLVING: PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, at best onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help faster understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, speech impaired, learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be accorded the right to listen although they may have trouble participating, or not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find providing reading helps also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at a future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that equipment is running.

NOTE: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify who serves the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptations in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

INSTRUCTOR'S GUIDE SHEETS FOR THE MODULES

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

OBJECTIVE

Given a test about the legal responsibility of a business serving the public, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of understanding the legal responsibility of a business serving the public.

CONTENTS OF MODULE

Learning Activity Number

Instruction Sheet

I. UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC 1

Student Self-Check

I. UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC 2

Instructor's Final Checklist

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC 4

CHECK-OUT ACTIVITY

Your instructor will provide a test about the legal responsibilities of a business serving the public. Complete the test.

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Get a speaker from the Small Business Administration, a businessman, or a lawyer to speak on legal responsibility.		
4	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

ANSWERS

1. True
2. True
3. False
4. False
5. True
6. False
7. True
8. True
9. False
10. True

Check-Out Activity Sheet

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) It is possible for two federal agencies to have regulations which conflict with each other.
2. (True or False) A good lawyer can help you stay out of legal difficulty.
3. (True or False) The best way to find a lawyer is to get the advice of a friend.
4. (True or False) A monopoly is basically a lack of competition.
5. (True or False) Patents are used to protect literary works such as books.
6. (True or False) Advertising regulations do little to help business.
7. (True or False) Weight and measure regulations help protect one business from unfair competition by another business.
8. (True or False) One of the most important protections for consumers is the warranty.
9. (True or False) Most products have a full warranty.
10. (True or False) Zoning laws protect the public and not businesses.

Check-Out Activity Sheet

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

ANSWERS

1. True
2. True
3. False
4. True
5. False
6. False
7. True
8. True
9. False
10. False

Instructor's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about the legal responsibility of a business serving the public with at least 80% accuracy	[ ]	[ ]	[ ]

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

OBJECTIVE

Given a test about objectives for the business that will promote business growth, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of developing objectives for the business that will promote business growth.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH	1
Student Self-Check	
I. DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH	2
Instructor's Final Checklist	
DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH	3

CHECK-OUT ACTIVITY

Your instructor will provide a test about objectives for the business that will promote business growth.

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Publications from the Small Business Administration are available from SBA, P.O. Box 15434, Fort Worth, TX 76119, for a small processing fee. Ask for order forms 115A and 115B or visit your nearest SBA office.	Instruction Sheet I, DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

ANSWERS

1. False
2. True
3. False
4. True
5. True
6. False
7. True

Check-Out Activity Sheet

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) Management by objectives (MBO) stresses activities rather than results.
2. (True or False) MBO goals should be expressed in specific, measurable terms.
3. (True or False) Each goal statement in MBO includes how the goal will be measured, and the work steps necessary to complete the goal.
4. (True or False) When progress toward an MBO goal is not occuring according to plan, the plan should be changed.
5. (True or False) Short range goals are set first and then combined for long range goals.
6. (True or False) Before a manager starts an MBO program he or she should have all goals in place.
7. (True or False) If goals are not consistent from one level to another, an MBO system will likely fail.
8. (True or False) When managers set MBO goals it is important that they emphasize the most important aspects of their job, not just the most visible.
9. (True or False) An innovation goal may or may not deal with a real problem.
10. (True or False) It is important to evaluate the performance of every person in an MBO system.

Check-Out Activity Sheet

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

ANSWERS

1. False
2. True
3. True
4. False
5. False
6. False
7. True
8. True
9. True
10. True

Instructor's Final Checklist

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about objectives for the business that will promote business growth	[ ]	[ ]	[ ]

UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION

OBJECTIVE

Given descriptions of four (4) types of businesses, indicate the basic organization of each business. This should be done with 100 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of understanding the types of business organization.

CONTENTS OF MODULE

Learning Activity Number

Instruction Sheets

I. SINGLE OWNERSHIP (PROPRIETORSHIP) 1
II. GENERAL PARTNERSHIP 3
III. CORPORATIONS 5
IV. COOPERATIVES 7

Student Self-Checks

I. SINGLE OWNERSHIP (PROPRIETORSHIP) 2
II. GENERAL PARTNERSHIP 4
III. CORPORATIONS 6
IV. COOPERATIVES 8

Instructor's Final Checklist

UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION

CHECK-OUT ACTIVITY

Your instructor will provide descriptions of four basic types of business organizations. Correctly identify each type of business organization, write your answers on a separate sheet of paper, and turn the paper in to your instructor.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, SINGLE OWNERSHIP (PROPRIETORSHIP)	
2	Student Self-Check I	--An answer key is provided in this section of the manual.	
3		Instruction Sheet II, GENERAL PARTNERSHIP	
4	Student Self-Check II	--An answer key is provided in this section of the manual.	
5		Instruction Sheet III, CORPORATIONS	
6	Student Self-Check III	--An answer key is provided in this section of the manual.	
7		Instruction Sheet IV, COOPERATIVES	
8	Student Self-Check IV	--An answer key is provided in this section of the manual.	
9	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the descriptions of four basic business organizations and have the students identify each.	--Copies of the Instructor's Final Checklist (a master copy is provided in this section of the manual). --Copies of the Check-Out Activity Sheet (a master copy is provided in this section of the manual.)	

Student Self-Check I

SINGLE OWNERSHIP (PROPRIETORSHIP)

ANSWERS

1, 3, 6, 7, 10

Answer Key for Learning Activity #4

Student Self-Check II

GENERAL PARTNERSHIP

ANSWERS

1. a. Greater efficiency through pooling of skills, experience, and judgment.
   b. More sources of money and credit
   c. Lower tax liability
   d. Reduced operating expense
   3. Others that student may know
2. Research, planning, discussion, agreements
3. Each
4. Two or more
5. In a written agreement
6. Type of business, circumstances, and personal preferences of the partners
7. Money, experience, skills, judgment
8. Profits, losses, debts

Student Self-Check III

CORPORATIONS

ANSWERS

1. Person
2. Three. President, Secretary, Treasurer
3. Stockholders, or shareholders
4. Stockholders
5. Officers
6. State; charter
7. By law or expiration of its charter
8. Only the money or investment the person put into the corporation.
9. a. Limited liability of the stockholders
   b. Continuous existence of the business
   c. Greater capital for the business
   d. Easy transfer of investment in the business
10. "Inc." following a company's name means that the company is incorporated; it is a corporation.

Student Self-Check IV

COOPERATIVES

ANSWERS

1. True
2. True
3. False
4. False
5. True
6. False
7. True
8. its members
9. goods services
10. Board of Directors

Check-Out Activity Sheet

UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION

Directions: On a separate sheet of paper identify the type of organization for each of the four businesses described below. Give your answers to your instructor for evaluation.

Business A

Kentucky Sales and Service, Inc. is owned by its members. Its primary purpose is to sell fertilizer to farmers and provide equipment to apply the fertilizer. At the annual meeting the second Tuesday in January all the members vote on the general operating policy.

Business B

Farmer Joe Jones sells seed corn to his neighbors and friends. Joe is proud of the fact that he can run his own business as he sees fit.

Business C

This operation is owned by stockholders which are legally treated as a person, but they cannot be individually sued because of what the business does. The business sells feed and fertilizer, and stockholders receive the profits.

Business D

Duke and Darrell Durham farm together. Their procedure is to share and share alike. They each pay half of the expenses and receive half of the income.

Check-Out Activity Sheet

UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION

ANSWERS

Business A is a cooperative.
Business B is a single ownership.
Business C is a corporation.
Business D is a general partnership.

Instructor's Final Checklist

UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student named the basic type of business organization for each of the four descriptions	[ ]	[ ]	[ ]

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

OBJECTIVE

Given a test about understanding and applying the basic requirements for starting a business, complete the test with at least 80% accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of understanding and applying the basic requirements for starting a business.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS	1
Student Self-Check	
I. UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS	2
Instructor's Final Checklist	
UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS	3

CHECK-OUT ACTIVITY

Your instructor will provide a test about understanding and applying the basic requirements for starting a business. Complete the test.

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS	
2	Student Self-Check I	--An answer key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

ANSWERS

1. True
2. False
3. False
4. True
5. True
6. False
7. True
8. True

Check-Out Activity Sheet

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) Most natural resources cannot be drastically changed by man.
2. (True or False) Drinking-quality water is required for most businesses.
3. (True or False) Soil is important in the development of most businesses.
4. (True or False) Capital is often needed to buy property for a new business.
5. (True or False) A major reason that lenders will not loan 100% of the capital for a new business is because of the element of risk involved.
6. (True or False) Since many people need work, it is not necessary to determine labor needs before starting a business.
7. (True or False) It is up to workers, not management, to know state and federal laws.
8. (True or False) A business should be large enough to provide for a reasonable living.
9. (True or False) The opportunity to expand business should be considered before starting the business.
10. (True or False) An important part of management is making good decisions.

Check-Out Activity Sheet

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

ANSWERS

1. True
2. True
3. True
4. True
5. True
6. False
7. False
8. True
9. True
10. True

Instructor's Final Checklist

UNDERSTANDINC AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about understanding and applying the basic requirements for starting a business . .	[ ]	[ ]	[ ]

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

OBJECTIVE

Given financial information about a business, prepare a financial statement to the satisfaction of your instructor.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly preparing and interpreting a financial statement.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS	1
Student Self-Check	
I. PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS	2
Instructor's Final Checklist	
PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS	3

CHECK-OUT ACTIVITY

Your instructor will provide financial figures for a business. Complete an income statement for the business.

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Provide financial information about a business for students to prepare a financial statement. An answer key is provided in this section of the manual. Use the Instructor's Final Checklist to check each student's performance.	--Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.) --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

ANSWERS

1. True
2. False
3. False
4. True
5. True
6. False
7. False
8. True
9. Income statement
10. Income, expenses, and profit

Check-Out Activity Sheet

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

Directions: Use the financial information given below to develop an Income Statement for the year for Byers & Co.

Financial data for Byers & Co., January 1, 1986 to December 31, 1986:

Expenses for materials	$210,000
Miscellaneous expenses	3,400
Income from materials	371,000
Income from interest	18,500
Received $108,000 for services	
Equipment repair and supplies	$ 13,500
Depreciation	14,300
Advertising	8,700
Wages and benefits	71,200

Check-Out Activity Sheet

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

ANSWERS

Byers & Co.
Income Statement
For January 1, 1986 to December 31, 1986

INCOME	
Income from materials	$371,000
Income from services	108,000
Income from interest	18,500
Total Income	$497,500
EXPENSES	
Expenses for materials	$210,000
Wages and benefits	71,200
Depreciation	14,300
Equipment repair and supplies	13,500
Advertising	8,700
Miscellaneous expenses	3,400
Total Expenses	$321,100
Net Profit (or Loss) Before Taxes	
Income	$497,500
Expenses	321,100
Net Profit	$176,400

Instructor's Final Checklist

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

Given financial information about a business, student completed a financial statement as follows:

	Fully Accomplished	Not Accomplished	Not Applicable
Properly completed income	☐	☐	☐
Properly completed expenses	☐	☐	☐
Calculated and listed profit	☐	☐	☐

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

OBJECTIVE

Given a test about using business goals for preparing a total business budget, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of using business goals for preparing a total business budget.

CONTENTS OF MODULE

Learning Activity Number

Instruction Sheet

I. USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET 1

Student Self-Check

I. USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET 2

Instructor's Final Checklist

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET . 3

CHECK-OUT ACTIVITY

Your instructor will provide a test about using business goals for preparing a total business budget.

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

ANSWERS

1. False
2. True
3. True
4. True
5. True
6. False
7. True

Check-Out Activity Sheet

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) Once set, business goals should be rigidly adhered to.
2. (True or False) There may be conflict between short and long term goals.
3. (True or False) The budget can be used to further define business goals.
4. (True or False) Dates for preparing a budget should be set early.
5. (True or False) It is important to determine the records needed for budgeting.
6. (True or False) All budgets are for the same length of time.
7. (True or False) Everyone in the business should be responsible for checking progress toward goals.
8. (True or False) Prediction is important in preparing a budget.
9. (True or False) If something has been true for four or more years, it is safe to predict that it will remain the same in the future.
10. (True or False) Simulation has become easier because of the computer.

Check-Out Activity Sheet

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

ANSWERS

1. False
2. True
3. True
4. True
5. True
6. False
7. False
8. True
9. False
10. True

Instructor's Final Checklist

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about using business goals for preparing a total business budget with at least 80 percent accuracy	[ ]	[ ]	[ ]

GRANTING CREDIT

OBJECTIVE

Given a test about granting credit, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of granting credit.

CONTENTS OF MODULE

Learning Activity Number

Instruction Sheet

I. GRANTING CREDIT 1

Student Self-Check

I. GRANTING CREDIT 2

Instructor's Final Checklist

GRANTING CREDIT 3

CHECK-OUT ACTIVITY

Your instructor will provide a test about granting credit. Complete the test.

GRANTING CREDIT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, GRANTING CREDIT	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Answer Key for Learning Activity #2

Student Self-Check I

GRANTING CREDIT

ANSWERS

1. False
2. True
3. True
4. False
5. True
6. False
7. False

8. $55.91
$6100
x .11
6100
+6100
$671.00
671 ÷ 12 = $55.91

9. $305
6100
x .95
30500
+54900
5795.00
6100
- 5795
$305

10. $116.375 or
116.38
13,300
x 10.5
66500
+133000
1396.500
1396.5 ÷ 12 = $116.375

Check-Out Activity Sheet

GRANTING CREDIT

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) The most common type of credit granted by agricultural businesses is installment credit.
2. (True or False) With regular credit the customer may charge at any time.
3. (True or False) Billing on credit accounts is generally done once a month.
4. (True or False) Installment credit is usually used for larger purchases.
5. (True or False) The customer seldom pays interest on installment credit.
6. (True or False) The owner receives legal ownership with the down payment on an installment purchase.
7. (True or False) Credit agencies furnish information which helps businesses make wise credit decisions.
8. If a business had $5200 out on regular or revolving credit for a month and the business was paying 12 percent interest, what would be the interest cost to the business?
9. If the business in question 8 collected 94 percent of its credit sales, what would the loss be for uncollected amounts?
10. If a business had $7500 out on regular or revolving credit for a month and the business was paying 9 percent interest, what would be the cost of interest to the business?

Check-Out Activity Sheet

GRANTING CREDIT

ANSWERS

1. False
2. True
3. True
4. True
5. False
6. False
7. True

8. $52

$$\begin{array}{r} 5200 \\ \times\ .12 \\ \hline 10400 \\ 5200 \\ \hline 624.00 \end{array}$$

624 ÷ 12 = 52

9. $260

$$\begin{array}{r} 5200 \\ \times\ .95 \\ \hline 26000 \\ +46800 \\ \hline 4940.00 \end{array} \qquad \begin{array}{r} 5200 \\ -\ 4940 \\ \hline 260 \end{array}$$

10. $52.916 or 52.92

$$\begin{array}{r} 7500 \\ \times\ .09 \\ \hline 635.00 \end{array}$$

635 ÷ 12 = 52.916

Instructor's Final Checklist

GRANTING CREDIT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
Given a test about granting credit, complete the test with at least 80 percent accuracy	[ ]	[ ]	[ ]

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

OBJECTIVE

Given a test about the relationships of cash grain prices to futures prices, complete the test with at least 80% accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of the relationship of cash grain prices to futures.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheet	
I. EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES	1
Student Self-Check	
I. EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES	2
Instructor's Final Checklist	
EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES	3

CHECK-OUT ACTIVITY

Your instructor will provide a test about the relationships of cash grain prices to futures. Complete the test.

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES	
2	Student Self-Check I	--An answer key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

ANSWERS

1. True
2. True
3. True
4. True
5. False
6. The greater the expected production, the lower the futures price.

Check-Out Activity Sheet

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) Higher production usually raises the futures price.
2. (True or False) Increased demand for a product generally increases the price.
3. (True or False) The futures price is, in effect, the forecast of what buyers and sellers expect the price to be in the future.
4. (True or False) The futures price of grain generally goes down after one harvest until the next harvest.
5. (True or False) The major difference between the cash price and futures price is storage and transportation costs.
6. (True or False) Local cash and futures prices usually move up and down together in the short run.
7. (True or False) It is possible for the price of corn to go up in one market and down in another at the same time.
8. (True or False) Futures prices are usually higher than cash prices from one harvest until near the next harvest.
9. (True or False) Local cash prices are always lower than futures prices.
10. (True or False) Grain delivered to a different location or at a different time is likely to be sold at a different price.

Check-Out Activity Sheet

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

ANSWERS

1. False
2. True
3. True
4. False
5. True
6. True
7. True
8. True
9. False
10. True

Instructor's Final Checklist

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about the relationships of cash grain prices to futures prices	[ ]	[ ]	[ ]

LOCATING AND INTERPRETING MARKET INFORMATION

OBJECTIVE

Given a test about locating and interpreting market information, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of locating and interpreting market information.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. LOCATING SOURCES OF MARKET INFORMATION	1
II. INTERPRETING MARKET INFORMATION	3
Student Self-Check	
I. LOCATING SOURCES OF MARKET INFORMATION	2
II. INTERPRETING MARKET INFORMATION	4
Instructor's Final Checklist	
LOCATING SOURCES OF MARKET INFORMATION	6

CHECK-OUT ACTIVITY

Your instructor will provide a test about locating and interpreting market information. Complete the test.

LOCATING SOURCES OF AND INTERPRETING MARKET INFORMATION

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, LOCATING SOURCES OF MARKET INFORMATION	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, INTERPRETING MARKET INFORMATION	
4	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
5	Obtain a speaker such as a commodities broker, extension specialist, or USDA marketing person to speak to the class on locating and interpreting market information.		
6	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

LOCATING AND INTERPRETING MARKET INFORMATION

ANSWERS

1. False
2. True
3. True
4. False
5. False
6. True
7. True

Answer Key for Learning Activity #4

Student Self-Check II

INTERPRETING MARKET INFORMATION

ANSWERS

1. True
2. True
3. True
4. False
5. False
6. False
7. True
8. False

Check-Out Activity Sheet

LOCATING AND INTERPRETING MARKET INFORMATION

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) The USDA is the primary source of public agricultural marketing information.
2. (True or False) The Federal-State Market News Service reports up-to-the-minute information on supply and demand for most agricultural commodities.
3. (True or False) The Statistical Reporting Service collects information from producers by mail survey, telephone, and personal interview.
4. (True or False) The Economic Research Service predicts farm income and food prices.
5. (True or False) Commodities are listed in market reports in bold print.
6. (True or False) Market report columns headed high and low show the all-time high and low prices for the commodity.
7. (True or False) Cash prices are the prices for the commodity to be delivered in one month.
8. What commodity exchange is generally listed for Lexington?
9. Much of the agricultural market information comes from the ____________ ____________ ____________ ____________ ____________.
10. USDA stands for ____________ ____________ ____________ ____________.

Check-Out Activity Sheet

LOCATING SOURCES OF MARKET INFORMATION

ANSWERS

1. True
2. True
3. True
4. True
5. True
6. False
7. False
8. Chicago
9. Federal-State Market News Service
10. United States Department of Agriculture

Instructor's Final Checklist

LOCATING AND INTERPRETING MARKET INFORMATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
Given a test about locating and interpreting market information, complete the test with at least 80% accuracy .	[ ]	[ ]	[ ]

COMPUTING MARGINS AND MARKUPS

OBJECTIVE

Given 5 markup or margin problems to compute, figure the answers with 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly computing margins and markups.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. COMPUTING MARGINS AND MARKUPS	1
Student Self-Check	
I. COMPUTING MARGINS AND MARKUPS	2
Instructor's Final Checklist	
COMPUTING MARGINS AND MARKUPS	3

CHECK-OUT ACTIVITY

Your instructor will provide 5 markup or margin problems. Compute the answer for each.

COMPUTING MARGINS AND MARKUPS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, COMPUTING MARGINS AND MARKUPS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Provide 5 margin or mark-up problems for students to compute. An answer key is provided in this section of the manual. Use the Instructor's Final Checklist to check each student's performance.	--Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.) --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

COMPUTING MARGINS AND MARKUPS

ANSWERS

1. True
2. True
3. False
4. False
5. $5.00
6. 100% $10.00 - $5.00 = $5.00 $5.00 ÷ $5.00 = 1.00 or 100% markup
7. 50% $10.00 - $5.00 = $5.00 $5.00 ÷ $10.00 = .50 or 50% markup
8. $110,000 $330,000 - $220,000 = $110,000
9. 33.33% $330,000 - $220,000 = $110,000 $110,000 ÷ $330,000 = .3333 or 33.33%

Check-Out Activity Sheet

COMPUTING MARGINS AND MARKUPS

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. Figure the dollar and cent markup and percent markup using cost and sales price on a rake that costs $8.30 and sells for $13.10.

2. Figure the dollar and cent markup and the percent markup based on the cost and sales price of a bolt that costs 21¢ and sells for 38¢.

3. Figure the dollar and cent markup and the percent markup based on the cost and sales price of a bottle of insecticide which costs $3.79 and sells for $6.04.

4. If a landscaping company paid $96,202 for nursery stock and sold it for $161,349, what was the dollar and cent margin and what was the percent margin?

5. If a feed store sold $310,621 worth of feed and paid $214,387 for the feed, what was their dollar and cent margin and their margin percent?

Check-Out Activity Sheet

COMPUTING MARGINS AND MARKUPS

ANSWERS

1.	$4.80	$13.10 - $8.30 = $4.80
	57.83%	$4.80 ÷ $8.30 = .5783 or 57.83%
	36.64%	$4.80 ÷ $13.10 = .3664 or 36.64%
2.	17¢	38¢ - 21¢ = 17¢
	80.95%	17¢ ÷ 21¢ = .8095 or 80.95%
	44.73%	17¢ ÷ 38¢ = .4473 or 44.73%
3.	$2.25	$6.04 - $3.79 = $2.25
	59.36%	$2.25 ÷ $3.79 = .5936 or 59.36%
	37.25%	$2.25 ÷ $6.04 = .3725 or 37.25%
4.	$65,147	$161,349 - $96,202 = $65,147
	40.37%	$65,147 ÷ $161,349 = .4037 or 40.37%
5.	$96,234	$310,621 - $214,387 = $96,234
	30.98%	$96,234 ÷ $310,621 = .3098 or 30.98%

Instructor's Final Checklist

COMPUTING MARGINS AND MARKKUPS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student figured 5 markups or margins with at least 80 percent accuracy	[ ]	[ ]	[ ]

USING THE TELEPHONE FOR BUSINESS TRANSACTIONS

OBJECTIVE

Given a telephone, carry on a conversation as a worker to a customer. Your instructor will supply someone to play the role of the customer. The items on the final checklist will be rated by your instructor and must be rated a 2 or higher.

Given a telephone message form and a telephone conversation, complete the telephone message form. The Instructor's Final Checklist will be used to rate your performance and must be rated a 2 or higher.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly using the telephone for business transactions.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. ANSWERING THE TELEPHONE	1
II. TAKING TELEPHONE MESSAGES	2
Student Self-Checks	
I. ANSWERING THE TELEPHONE	3
II. TAKING TELEPHONE MESSAGES	4
Instructor's Final Checklist	
USING THE TELEPHONE FOR BUSINESS TRANSACTIONS	6

CHECK-OUT ACTIVITY

Your instructor will provide a telephone and someone to serve as a customer. You will carry on a business conversation, practicing the things you learned from Instruction Sheet I, ANSWERING THE TELEPHONE. Secondly, your instructor will provide you with a phone conversation, and you will record a message on the form provided by your instructor.

USING THE TELEPHONE FOR BUSINESS TRANSACTIONS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, ANSWERING THE TELEPHONE	
2	Student Self-Check I	--An answer key is provided in this section of the manual.	
3		Instruction Sheet II, TAKING TELEPHONE MESSAGES	
4	Student Self-Check II A copy of form is located in front of Student Self-Check II.	--An answer key is provided in this section of the manual.	
5	Practice using the telephone. Have students pair up and one play the role of worker and one a customer.		
6	Use the Instructor's Final Checklist to evaluate each student's performance. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

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Student Self-Check I

ANSWERING THE TELEPHONE

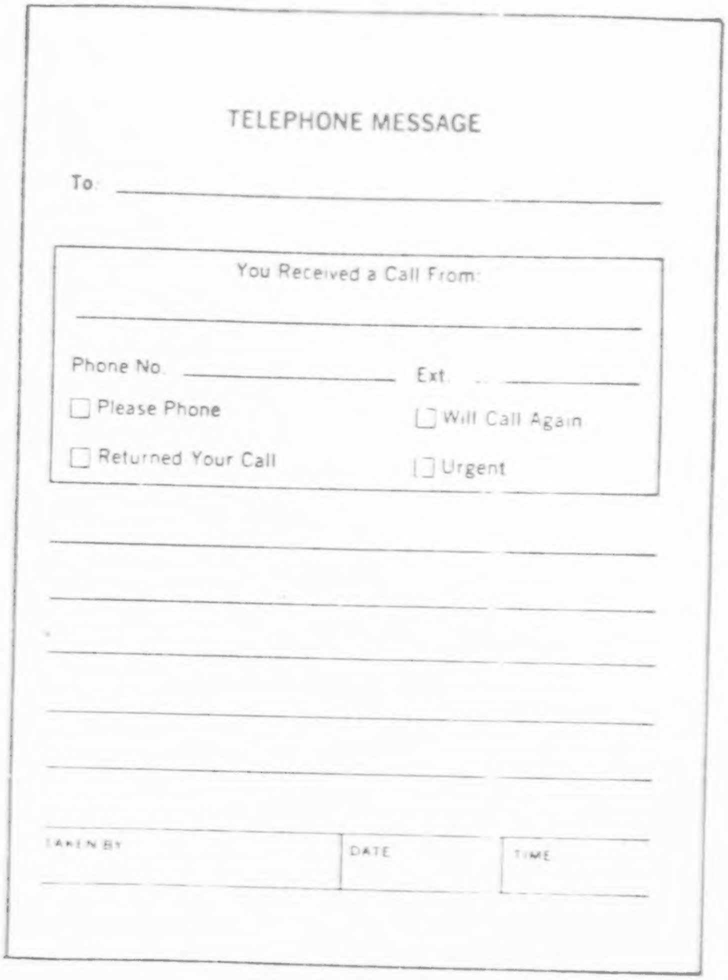
ANSWERS

1. Friendly; helpful
2. Attention; bothering or interrupting
3. Quickly or soon
4. Greeting; name of your company; name or position
5. "May I ask who is calling?"
6. Waiting or "on hold" for a long period of time
7. "Can you hold for a moment, please?" or "If you hold for a minute, I'll be right back."
8. Repeat it
9. Correct or true
10. The caller

Check-Out Activity II

TAKING TELEPHONE MESSAGES

Use conversation listed on Check Out Activity II, and fill out the form below.



TELEPHONE MESSAGE

To: ______________________

You Received a Call From:

____

Phone No. ______________ Ext. ________

☐ Please Phone ☐ Will Call Again

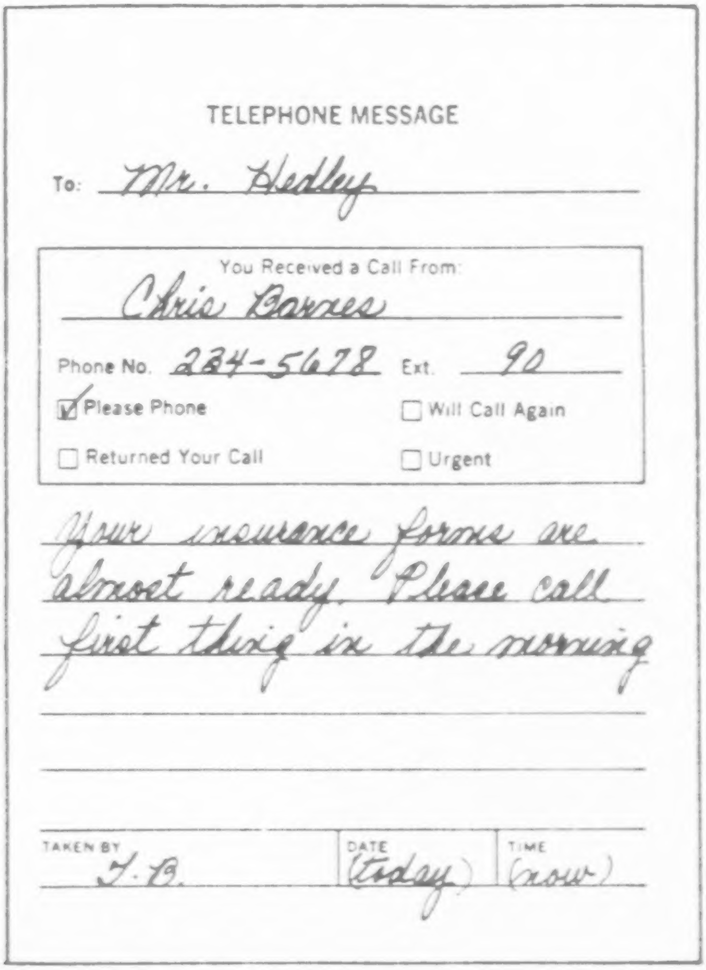
☐ Returned Your Call ☐ Urgent

TAKEN BY	DATE	TIME

Student Self-Check II

TAKING TELEPHONE MESSAGES

ANSWERS



TELEPHONE MESSAGE

To: Mr. Hedley

You Received a Call From:

Chris Barnes

Phone No. 234-5678 Ext. 90

☑ Please Phone ☐ Will Call Again

☐ Returned Your Call ☐ Urgent

Your insurance forms are almost ready. Please call first thing in the morning

TAKEN BY	DATE	TIME
T.B.	(today)	(now)

Instructor's Final Checklist

USING THE TELEPHONE FOR BUSINESS TANSACTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
1. In using the telephone the student:			
a. Answered call as quickly as possible	[ ]	[ ]	[ ]
b. Used voice to express friendly feelings and helpful attitude	[ ]	[ ]	[ ]
c. Was courteous and professional	[ ]	[ ]	[ ]
d. Gave caller full attention	[ ]	[ ]	[ ]
e. Spoke clearly into mouthpiece	[ ]	[ ]	[ ]
f. Gave a greeting, company and/or name	[ ]	[ ]	[ ]
g. If necessary, asked for caller's name tactfully	[ ]	[ ]	[ ]
h. If necessary to leave phone, left courteously	[ ]	[ ]	[ ]
i. Gave and received accurate information	[ ]	[ ]	[ ]
j. Did not volunteer information which might not be true	[ ]	[ ]	[ ]
k. Closed the call pleasantly	[ ]	[ ]	[ ]
l. Let the caller hang up first	[ ]	[ ]	[ ]
2. When preparing a phone message, the student:			
a. Wrote name of person for whom call was intended	[ ]	[ ]	[ ]
b. Recorded the date	[ ]	[ ]	[ ]
c. Recorded the hour call was received	[ ]	[ ]	[ ]
d. Wrote complete name of caller, spelled correctly	[ ]	[ ]	[ ]

Instructor's Final Checklist (page 2)

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
e. Wrote name of caller's organization	☐	☐	☐
f. Wrote caller's telephone number	☐	☐	☐
g. Included all important information	☐	☐	☐
h. Wrote name or initials of person taking message	☐	☐	☐

Student Self-Check II

COMPLETING ALL QUESTIONS ON THE JOB APPLICATION

ANSWERS

Page 1

1. The year of birth was left out.	DEC. 6, 1958
2. Give complete name.	JESSE CLAY STUART
3. Don't use nicknames.	MR. FRED HENDERSON
4. House number, city, and state were left out.	111 MONTGOMERY AVE. GEORGETOWN, KY 40324
5. The address was left out.	BRYAN HIGH SCHOOL LEXINGTON, KY 42326
6. Elizabeth did not follow instructions. She left out the date.	MARY MOORE MAY 5, 1980
7. Receiving Clerk should be written out.	RECEIVING CLERK

Page 2

1. ⑫

2. YOUR LAST NAME, FIRST NAME MIDDLE NAME

3. ✓ No

4. X full-time

5. ______

6. Counterperson
   Cash Register Operator

7. ✓ single

8. —— or NA

PREPARING A JOB APPLICATION

OBJECTIVE

Given a job application form, use information about yourself or from your resume to complete the form. All entries should be complete, neat, readable, and spelled correctly. The information should correspond to your personal fact sheet and resume.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly preparing a job application.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. PRINTING CLEARLY AND NEATLY	1
II. COMPLETING ALL QUESTIONS ON THE JOB APPLICATION . . .	3
III. WORDS ON APPLICATION FORMS	5
IV. PREPARING A JOB APPLICATION	7
Student Self-Check	
I. PRINTING CLEARLY AND NEATLY	2
II. COMPLETING ALL QUESTIONS ON THE JOB APPLICATION . . .	4
III. WORDS ON APPLICATION FORMS	6
IV. PREPARING A JOB APPLICATION	8
Instructor's Final Checklist	
PREPARING A JOB APPLICATION	9

CHECK-OUT ACTIVITY

When you have finished filling out your job application form in Student Self-Check IV, turn it in to your instructor. The instructor will make sure that it is complete and correct and return it to you. Place the application in your personal folder for future use.

PREPARING A JOB APPLICATION

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, PRINTING CLEARLY AND NEATLY	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, COMPLETING ALL QUESTIONS ON THE JOB APPLICATION	
4	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
5		Instruction Sheet III, WORDS ON APPLICATION FORMS	
6	Student Self-Check III	--An Answer Key is provided in this section of the manual.	
7	Have student secure a job application or use the 2 page application included in Student Self-Check IV.	Instruction Sheet IV, PREPARING A JOB APPLICATION	
8	Student Self-Check IV	--Two job applications are included. Pages 1 and 2 are to be used with Instruction Sheet IV. The one page application is for the Student Self-Check.	
9	Use the Instructor's Final Checklist to evaluate each student's performance. An Answer Key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

PRINTING CLEARLY AND NEATLY.

ANSWERS

1. Letters too large.

901 LAKE DRIVE

2. Mistake crossed out in a messy way.

~~AM~~ MECHANIC

3. Letters too small.

SEPTEMBER, 1977 to JUNE, 1978

4. Signature not legible.

Richard Jones

5. School name crowded.

SIMMS SCHOOL

Student Self-Check II

COMPLETING ALL QUESTIONS ON THE JOB APPLICATION

ANSWERS

Page 1

1. The year of birth was left out.	DEC. 6, 1958
2. Give complete name.	JESSE CLAY STUART
3. Don't use nicknames.	MR. FRED HENDERSON
4. House number, city, and state were left out.	111 MONTGOMERY AVE. GEORGETOWN, KY 40324
5. The address was left out.	BRYAN HIGH SCHOOL LEXINGTON, KY 42326
6. Elizabeth did not follow instructions. She left out the date.	MARY MOORE MAY 5, 1980
7. Receiving Clerk should be written out.	RECEIVING CLERK

Page 2

1. ⑫

2. YOUR LAST NAME, FIRST NAME MIDDLE NAME

3. ✓ No

4. X full-time

5. ______

6. Counterperson
   Cash Register Operator

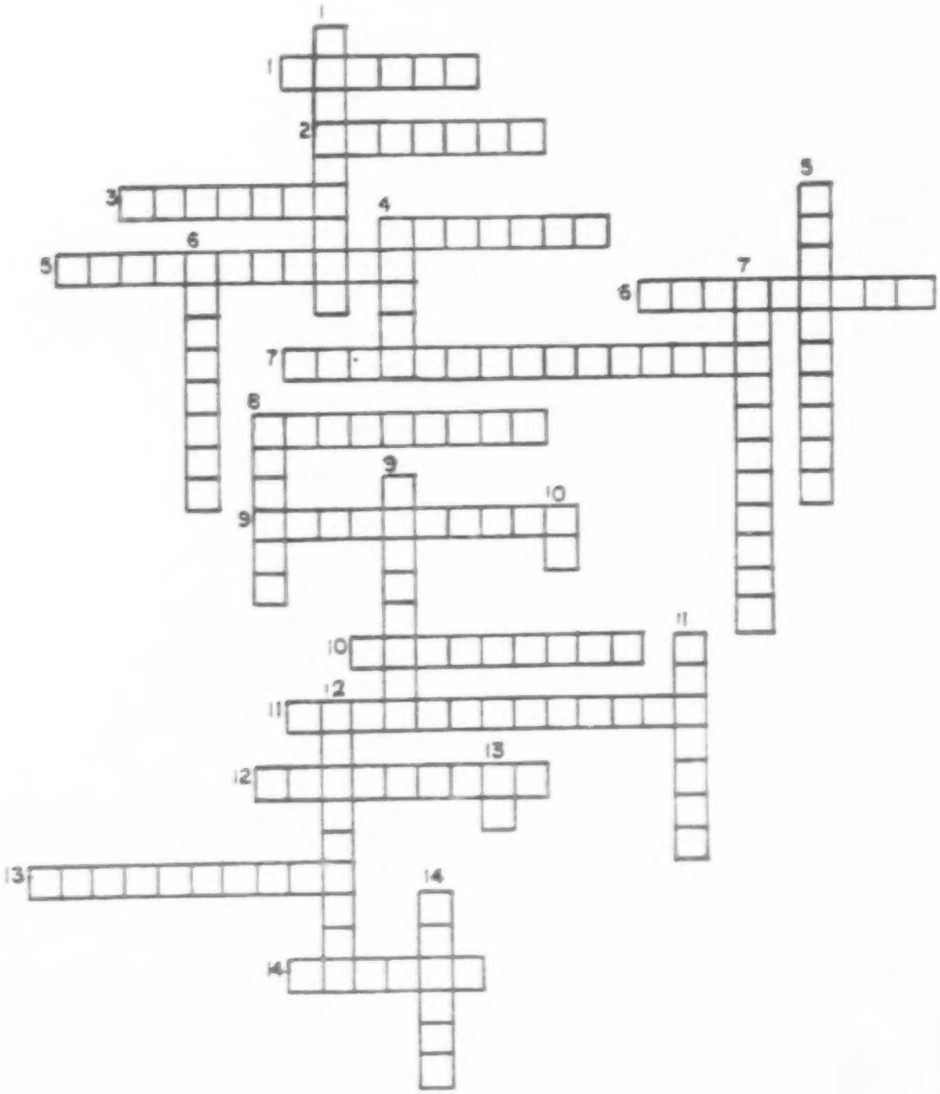
7. ✓ single

8. —— or NA

Student Self-Check III

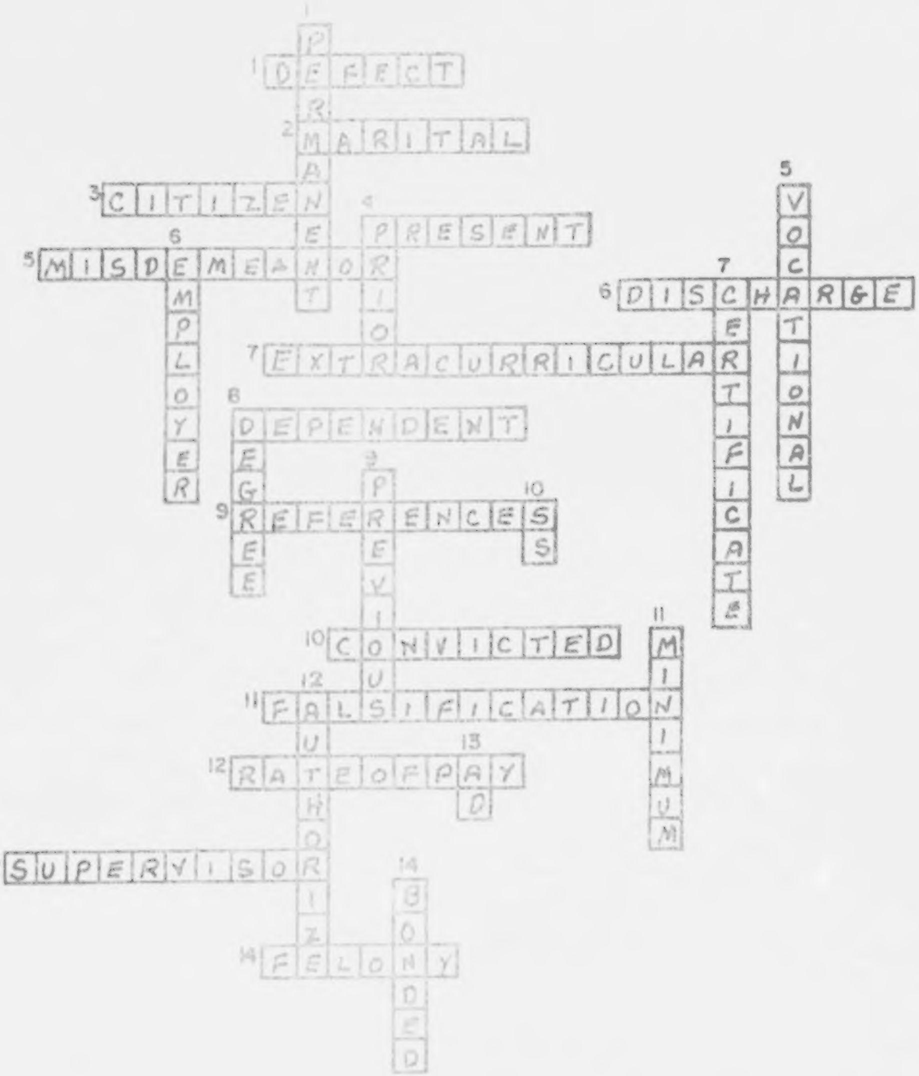
WORDS ON APPLICATION FORMS

CROSSWORD PUZZLE


1
1
2
5
3
4
6
5
7
6
7
8
9
10
9
11
10
12
11
13
12
13
14
14

Student Self-Check III

ANSWER TO CROSSWORD PUZZLE


1 DEFECT
2 MARITAL
3 CITIZEN
4 PRESENT
5 MISDEMEANOR
6 DISCHARGE
7 EXTRACURRICULAR
8 DEPENDENT
9 REFERENCES
10 CONVICTED
11 FALSIFICATION
12 RATEOFPAY
13 SUPERVISOR
14 FELONY
1 PERMANENT
4 PERIOD
5 VOCATIONAL
6 EMPLOYER
7 CERTIFICATE
8 DEGREE
9 PREVIOUS
10 SS
11 MINIMUM
12 AUTHORIZED
13 AD
14 BONDED

Student Self-Check IV

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME LAST FIRST MIDDLE

PRESENT ADDRESS STREET CITY STATE

PERMANENT ADDRESS STREET CITY STATE

PHONE NO OWN HOME RENT BOARD

DATE OF BIRTH HEIGHT WEIGHT COLOR OF HAIR COLOR OF EYES

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

U S MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

Student Self-Check IV

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED 1. 2. 3

EMPLOYMENT MANAGER DEPT HEAD GENERAL MANAGER

Student Self-Check IV

Application for Employment

An Equal Opportunity Employer M/F

Date of Application

Last Name | First Name or Initial | Middle Initial

Social Security No. — —

Street Address (Include City, State and Zip Code)

Telephone No. (Inc. Area Code) ( )

Are you between 18 and 65 years of age ? ☐ Yes ☐ No

If under 18 years of age, applicant will be required to submit a work certificate if required by the state

Have you ever been employed by Penneys or any of its subsidiaries ? ☐ Yes ☐ No

If yes, note unit number and address

Termination Date

Why did you leave ?

Position / general work area for which you are applying

Date you can start work

Type of employment you are seeking ☐ Full Time ☐ Part Time ☐ Temporary

If part time or temporary, note days, hours and length of time you desire employment

Describe any background experience, military service, education or training which you consider applicable to the position for which you are applying

Names and Locations of Schools Attended	Did you graduate ? Yes	No
Grammar School		
High School		
Other (Name or Type)		

Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion, and national origin. The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

Work History

Dates Employed From Mo. Yr.	To Mo. Yr.	Company Name and Address (Start with last or present employer)	Nature of Work During Each Employment and Supervisor's Name	Earnings Start	Leaving	Reason For Leaving
/	/					
/	/					

If you are employed at present, why do you wish to change ?

If currently employed, may we contact your employer for a reference at this time ? ☐ Yes ☐ No

Do you have any physical or mental condition which may limit your ability to perform the job applied for or pose a potential risk to other employees ? ☐ Yes ☐ No

If yes, please explain:

List relatives employed by Penneys

Name and address of person to contact in an emergency

Have you ever been convicted of a felony involving dishonesty, breach of trust, or one closely related to your future work here ? ☐ Yes ☐ No

I understand that if I am employed, any misrepresentation or omission of material facts on this application is sufficient cause for dismissal. My continued employment will depend upon the successful performance of work assigned to me during a trial period of up to 90 days and upon the further need of my continued employment by the company. The company, in considering my application for employment, may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

Signature as shown on Social Security Card

Instructor's Final Checklist

PREPARING A JOB APPLICATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing the job application, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Answered all pertinent questions and indicated "not applicable" to questions which did not apply to his/her situation	☐	☐	☐
2. Printed or typed all information except Signature Section	☐	☐	☐
3. Printed or typed clearly and neatly	☐	☐	☐
4. Spelled all words correctly	☐	☐	☐
5. Based information on his/her resume	☐	☐	☐

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

OBJECTIVE

Given a test about government programs in agriculture, complete the test with 80% accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of government programs in agriculture.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE	1
Student Self-Check	
I. UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE	2
Instructor's Final Checklist	
UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE	4

CHECK-OUT ACTIVITY

Your instructor will provide a test about government programs in agriculture. Complete the test.

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Have one or more speakers tell the class about government programs.	Use the District Conservationist, County Agent, ASCS office personnel, District Forester, FmHA office manager.	
4	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
5	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

ANSWERS

1. True
2. True
3. True
4. False
5. True
6. False
7. True
8. False
9. United States Department of Agriculture
   Agricultural Stabilization and Conservation Service
   Farmers Home Administration
   Soil Conservation Service
10. 50,000

Check-Out Activity Sheet

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

ANSWERS

1. False
2. True
3. False
4. True
5. True
6. True
7. True
8. Agricultural Conservation Program
9. Any three of the following:
   --Agricultural Stabilization and Conservation Service (ASCS)
   --Farmers Home Administration (FmHA)
   --U.S. Forest Service
   --Cooperative Extension Service
   --Soil Conservation Service (SCS)
10. Any two of the following:
    --Management, protection and use of the National Forests
    --Cooperation with state foresters, private forest and woodlot owners, wood processors, and other agencies
    --Research in forestry and forest products.

Instructor's Final Checklist

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about government programs in agriculture, with at least 80% accuracy	[ ]	[ ]	[ ]

USING THE FUTURES MARKET

OBJECTIVE

Given a test on the futures market, complete the test with at least 80% accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly using the futures market.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. USING THE FUTURES MARKET	1
Student Self-Check	
I. USING THE FUTURES MARKET	2
Instructor's Final Checklist	
USING THE FUTURES MARKET	3

CHECK-OUT ACTIVITY

Your instructor will provide a test on the futures market. Complete the test.

RECOMMENDED REFERENCES

The Farm Management Guide. St. Louis, MO; Doane-Western, Inc. Since a new edition is published each year, use the latest one you have available.

Both of the following organizations offer many publications on futures markets:

Chicago Mercantile Exchange
30 South Wacker Drive
Chicago, IL 60606
Telephone: 312/930-8536

Literature Services
Chicago Board of Trade
La Salle at Jackson
Chicago, IL 60604

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, USING THE FUTURES MARKET	Use additional references as needed. Invite speakers such as the county agent.
2	Student Self-Check I	--An answer key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

USING THE FUTURES MARKET

ANSWERS

1. False
2. True
3. True
4. True
5. True
6. False
7. True
8. False
9. True
10. True

Check-Out Activity Sheet

USING THE FUTURES MARKET

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) Hedging helps take the speculation or risk out of marketing a product.
2. (True or False) For every hedger there must be a speculator.
3. (True or False) A disadvantage of hedging is that it decreases flexibility.
4. (True or False) An advantage of hedging is that it extends the selling season.
5. The four (4) factors that make up the basis are: ________________, ________________, ________________, and ________________.
6. The commission for a futures contract is usually about ________________.
7. The margin requirement for a futures contract is approximately ________________ percent of the total contract.

Check-Out Activity Sheet

USING THE FUTURES MARKET

ANSWERS

1. True
2. True
3. False
4. True
5. transportation
   storage
   handling
   profit
6. 50
7. 10

Instructor's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test on the futures market with at least 80% accuracy	[ ]	[ ]	[ ]

MARKETING AGRICULTURAL PRODUCTS

OBJECTIVE

Given a test about marketing agricultural products, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of properly marketing agricultural products.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. MARKETING AGRICULTURAL PRODUCTS	1
Student Self-Check	
I. MARKETING AGRICULTURAL PRODUCTS	2
Instructor's Final Checklist	
MARKETING AGRICULTURAL PRODUCTS	3

CHECK-OUT ACTIVITY

Your instructor will provide a test about marketing agricultural products. Complete the test.

MARKETING AGRICULTURAL PRODUCTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, MARKETING AGRICULTURAL PRODUCTS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

MARKETING AGRICULTURAL PRODUCTS

ANSWERS

1. True
2. True
3. False
4. False
5. False
6. False
7. True
8. True
9. False
10. True

Check-Out Activity Sheet

MARKETING AGRICULTURAL PRODUCTS

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) The storing, transporting, processing, and delivery are the simpler parts of marketing.
2. (True or False) Specialization is the rule in the marketing process.
3. (True or False) Competition itself is a form of conflict.
4. (True or False) The estimated bill for marketing domestic farm foods in 1984 was about $2.43 billion.
5. (True or False) U.S. consumers usually prefer lower grades or quality for lower prices.
6. (True or False) Producers need market information to make intelligent decisions.
7. (True or False) Choosing the proper market alternative is important.
8. (True or False) The condition of sale is not very important.
9. (True or False) The number of processors and other markets has been increasing.
10. (True or False) A farm cooperative is very similar to an investor owned firm.
11. (True or False) The stockholders of a cooperative run the business by voting on issues.
12. (True or False) Some cooperatives bargain for their members without owning any of the product.
13. (True or False) The lack of a contract can make production credit difficult to obtain.
14. (True or False) One advantage of pooling is the quick payment for the commodity.
15. (True or False) The appeal of electronic commodity markets is that they combine pricing efficiency and operational efficiency.

Check-Out Activity Sheet

MARKETING AGRICULTURAL PRODUCTS

ANSWERS

1. True
2. True
3. True
4. False
5. False
6. True
7. True
8. False
9. False
10. False
11. False
12. True
13. True
14. False
15. True

Instructor's Final Checklist

MARKETING AGRICULTURAL PRODUCTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about marketing agricultural products with at least 80 percent accuracy	[ ]	[ ]	[ ]

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

OBJECTIVE

Given a test about legal requirements for off-farm employment, complete the test with at least 80 percant accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of understanding legal requirements for off-farm employment.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
Student Self-Check	
I. UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT	2
Instructor's Final Checklist	
UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT . .	4

CHECK-OUT ACTIVITY

Your instructor will provide a test about legal requirements for off-farm employment. Complete the test.

RECOMMENDED REFERENCE

Binkley and Byers. SOE Programs in Agriculture. Danville, IL: The Interstate Printers and Publishers, Inc., 1984.

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		RECOMMENDED REFERENCE Binkley and Byers, SOE Programs in Agriculture, pp. 504-507.	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Arrange for a federal or state labor representative or other person, including yourself, to talk to the class about legal requirements for off-farm employment.		
4	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

UNDERSTANDING LEGAL ERQUIREMENTS FOR OFF-FARM EMPLOYMENT

ANSWERS

1. False
2. True
3. True
4. False
5. False
6. True

Check-Out Activity Sheet

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

Directons: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) It is best to have employment contracts in writing.
2. (True or False) Laws that affect student employment are all state laws.
3. (True or False) Employment certificates are designed to protect the employer.
4. (True or False) Industries engaged in interstate commerce must pay minimum wage unless exempted.
5. (True or False) A student-learner certificate makes it legal for an employer to pay three-fourths of the minimum wage.
6. (True or False) A minimum age of 16 is required for most hazardous occupations.
7. (True or False) Laws prohibit wage discrimination based on sex.
8. (True or False) Workers pay a fee to be covered by workmen's compensation.
9. (True or False) As a student worker, you are not subject to state and federal income tax laws.
10. (True or False) As a student worker, you will pay social security.

Check-Out Activity Sheet

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

ANSWERS

1. True
2. False
3. False
4. True
5. True
6. False
7. True
8. False
9. False
10. True

Instructor's Final Checklist

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about legal requirements for off-farm employment	☐	☐	☐

USING THE COMPUTER

OBJECTIVE

Given a test about computers, complete the test. The test must be completed with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED (AFFECTIVE DOMAIN):

--The students will realize the importance of developing their understanding and ability to use a microcomputer for agricultural purposes.

--The students will realize the importance of microcomputers used in agribusinesses and farm operations for management and decision making purposes.

CONTENTS OF MODULE

Instruction Sheet — Learning Activity Number

I. HISTORY, USES AND FUTURE OF COMPUTERS 1
II. BASIC PARTS OF A MICROCOMPUTER 4
III. COMPUTER TERMS AND DEFINITIONS 7

Student Self-Check

I. HISTORY, USES AND FUTURE OF COMPUTERS 3
II. PARTS OF A MICROCOMPUTER 6
III. COMPUTER TERMS AND DEFINITIONS 9

Instructor's Final Checklist

USING THE COMPUTER 11

CHECK-OUT ACTIVITY

Your instructor will provide you with a test on using computers. Complete the test.

USING THE COMPUTER

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may want to suggest several additional sources of information on the history and uses of computers.	Instruction Sheet I, HISTORY, USES AND FUTURE OF COMPUTERS	
2	Plan individual or a group field trip to an agribusiness and/or a farm operation which are using computers. Emphasize: --Types of computers --Types of components --Types of software --Advantages	--Agribusinesses --Farm Operations	
3	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
4		Instruction Sheet II, BASIC PARTS OF A MICROCOMPUTER	
5	Discuss and demonstrate in large or small groups the parts of a microcomputer.	--Transparency film --Overhead projector --Computer system	
6	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
7	You may want to add terms and definitions which may be specific to your computer.	Instruction Sheet III, COMPUTER TERMS AND DEFINITIONS	
8	Discuss and demonstrate in large or small groups computer terms and definitions.		
9	Student Self-Check III	--An Answer Key is provided in this section of the manual.	

USING THE COMPUTER, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	Have the students use the ag computer or one in the computer lab to practice operating a microcomputer system. Emphasize: --Proper start-up order (hard boot) -Turn on monitor -Insert operating system disk -Turn on microcomputer --Special keys on keyboard --How to insert disks --Proper care of disks --How to load a canned software program --Proper operation and care of hardware (printers, monitors, etc.) --Printing documents --Initialize a disk Limit your demonstrations and let the students do it.	--"Guide to operations" for your computer --Microcomputers --Disks --Canned Ag. software --Operating system disk	
11	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

HISTORY, USES AND FUTURE OF COMPUTERS

ANSWERS

1. Vacuum tubes
   Transistors
   Integrated circuits

2. Information storage
   Input
   Output
   Data manipulation
   Programming

3. Use of integrated circuits
   Increased programming and sophistication
   Overall miniaturization of the system

4. Word processing
   Data bases
   Spreadsheets
   Telecommunications

5. There are many correct answers to this question. The teacher will determine whether or not the answers are acceptable.

Student Self-Check II

PARTS OF A MICROCOMPUTER

ANSWERS

1. Central Processing Unit (CPU)
2. Keyboard
3. Video display
4. Printer
5. Cassette player
6. Disk drive and disk

Answer Key for Learning Activity #9

Student Self-Check III

COMPUTER TERMS AND DEFINITIONS

ANSWERS

A.	14
B.	1
C.	20
D.	19
E.	5
F.	11
G.	8
H.	2
I.	4
J.	7
K.	10
L.	18
M.	13
N.	3
O.	6

Check-Out Activity Sheet

USING THE COMPUTER

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. The mechanical devices in the early computers were replaced by ____________.
2. The second generation of computers was begun by the development of ____________.
3. The small and relatively inexpensive microcomputers of today were made possible by the development of ____________.
4. (True or False) The next generation of computers will have the ability to emulate human thinking processes.
5. (True or False) The essential processes of a computer are input, calculation, storage, and output.
6. The two types of computer memory are: ____________ and ____________.
7. What part of the computer is its brains?
8. A microcomputer system consists of both ____________ and ____________.
9. What part of the computer do you use to tell the computer what to do?
10. What does a computer use for internal storage of data?
11. What does a computer use for external storage of programs and data?
12. The computer communicates with the user through the ____________.

Answer Key for Learning Activity #11 Module ABSS-3.37

Check-Out Activity Sheet

USING THE COMPUTER

ANSWERS

1. Vacuum tubes
2. Transistors
3. Integrated circuits
4. True
5. False
6. ROM and RAM
7. CPU
8. Hardware and software
9. Keyboard
10. Memory
11. Cassette tapes and floppy disks
12. Video display

Instructor's Final Checklist

USING THE COMPUTER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test on using the computer with at least 80 percent accuracy	☐	☐	☐

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

OBJECTIVE

Given a test about career opportunities in agribusiness, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of determining career opportunities in agribusiness.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
Student Self-Check	
I. DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS	2
Instructor's Final Checklist	
DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS	3

CHECK-OUT ACTIVITY

Your instructor will provide a test about career opportunities in agribusiness. Complete the test.

RECOMMENDED REFERENCE

Binkley and Byers, SOE Programs in Agriculture. Danville, IL: The Interstate Printers and Publishers, Inc., 1984.

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may want to discuss the reading as a large group or small group.	RECOMMENDED REFERENCE Binkley and Byers, SOE Programs in Agriculture, pp. 331-350.	
2	Student Self-Check	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Answer Key for Learning Activity #2

Student Self-Check I

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

ANSWERS

1. True
2. False
3. True
4. False
5. False

Check-Out Activity Sheet

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) More crude oil is used by farmers than by any other single industry.
2. (True or False) Farmers spend over $2 billion for fertilizer and lime each year.
3. (True or False) As farmers and ranchers buy more and more of their production supplies, services, and equipment, there will be more jobs in agribusiness occupations.
4. (True or False) Increased competition which lowers prices has helped the small family operated agribusiness.
5. (True or False) Many agricultural supply stores have expanded to provide a more complete line of supplies and services to farmers.
6. (True or False) Managers for most agricultural businesses work their way up to that position.
7. (True or False) There are nine levels of employment in most agricultural supply, services, and equipment businesses.
8. (True or False) Most technical jobs require a college degree.
9. (True or False) Human relations are important to most agribusiness occupations.
10. (True or False) Many agribusiness jobs require agricultural competencies related to that job.

Check-Out Activity Sheet

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

ANSWERS

1. True
2. True
3. True
4. False
5. True
6. True
7. True
8. False
9. True
10. True

Instructor's Final Checklist

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test on career opportunities in agribusiness with at least 80 percent accuracy	☐	☐	☐

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

OBJECTIVE

Given a training plan form and necessary information, complete the form with neatness and accuracy acceptable to your instructor.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

Students will realize the importance of preparing cooperative experience training plans.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS	1
Student Self-Check	
I. PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS	2
Instructor's Final Checklist	
PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS	3

CHECK-OUT ACTIVITY

Your instructor will provide a training plan form and information for you to fill in on the form. Complete the form.

RECOMMENDED REFERENCES

Binkley and Byers. SOE Programs in Agriculture. Danville, IL: The Interstate Printers and Publishers, Inc., 1984.

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS	Provide sample competency lists for students or use SOE Programs in Agriculture as a reference.
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

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Answer Key for Learning Activity #2

Student Self-Check I

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

ANSWERS

1. True
2. False
3. True
4. True
5. True
6. True

Check-Out Activity Sheet

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

Directions: Fill in the blank training plan form with the information below. Give your completed training plan form to your instructor for evaluation.

Information for training plan form:

Student information--use your own information.
Training station-
  Address--321 Elm Street
  Telephone number--502-336-7419
  Supervisor's name--Joe Moore
  Starting and ending dates of work experience--use dates during present semester
  Wages--$3.65/hour

Competencies to be developed while working at a small engine repair shop:

Safety in the small engine shop
Cleaning, maintaining and storing shop tools
Cleaning a small engine repair shop
Maintaining fire protection equipment
Cleaning small engines and equipment
Starting and operating small engines
Maintaining lubrication systems
Maintaining cooling systems
Removing and cleaning fuel system components
Cleaning and assembling fuel pumps
Cleaning and assembling suction-lift and diaphram-type carburetors
Servicing and assembling float-type carburetors
Servicing air cleaners
Fine tuning carburetors
Adjusting and repairing mechanical governors
Repairing manual starters
Maintaining and servicing spark plugs
Removing and inspecting the flywheel, points, condenser and point plunger
Testing and replacing magneto coil
Timing the ignition system
Testing a solid state ignition system
Replacing pistons, rings and connecting rods
Reconditioning and replacing cylinders
Replacing crankshafts and seals
Replacing camshafts
Servicing valves
Repairing damaged threads
Installing a short block
Identifying and obtaining repair parts

School Year ____________

TRAINING PLAN AGREEMENT IN AGRIBUSINESS EDUCATION

Name ______________________ **Age** ______ Social Security No. ____________

Address ______________________ School ____________

Occupational Objective ______________________

Name & Address of Training Station ______________________

____

Training Station Supervisor ______________________ Telephone ____________

Starting Date ____________ **Ending** ____________ **Beginning Wage** $________ per hour

Review for Wage Increase----Date ________ **Safety Instruction Will Be Given At** School ______ On the Job ______

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	

This is an original Training Plan Agreement ____ A revised Training Plan Agreement ____ entered into on the date of ______________________________.

______________________ (Student)
______________________ (Parent)
______________________ (Employer)

______________________ (Teacher of Agriculture)
______________________ (School Administrator)
______________________ (Other)

School Year

TRAINING PLAN AGREEMENT IN AGRIBUSINESS EDUCATION

Name **Age** Social Security No.

Address School

Occupational Objective

Name & Address of Training Station 321 Elm Street

Training Station Supervisor Joe Moore **Telephone** 502-336-7419

Starting Date **Ending** **Beginning Wage** **$** 3.65 **per hour**

Review for Wage Increase----Date Safety Instruction Will Be Given At School On the Job

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	
Safety in the small engine shop		X			
Cleaning, maintaining and storing shop tools		X			
Cleaning a small engine repair shop		X			
Maintaining fire protection equipment		X			
Cleaning small engines and equipment		X			
Starting and operating small engines		X			
Maintaining lubrication systems		X			
Maintaining cooling systems		X			
Removing and cleaning fuel system components		X			

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	
Cleaning and assembling fuel pumps		X			
Cleaning and assembling suction-lift and diaphram-type carburetors		X			
Servicing and assembling float-type carburetors		X			
Servicing air cleaners		X			
Fine tuning carburetors		X			
Adjusting and repairing mechanical governors		X			
Repairing manual starters		X			
Maintaining and servicing spark plugs		X			
Removing and inspecting the flywheel, points, condenser and point plunger		X			
Testing and replacing magneto coil		X			
Timing the ignition system		X			
Testing a solid state ignition system		X			
Replacing pistons, rings and connecting rods		X			
Reconditioning and replacing cylinders		X			
Replacing crankshafts and seals		X			
Replacing camshafts		X			
Servicing valves		X			
Repairing damaged threads		X			

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	
Installing a short block		X			
Identifying and obtaining repair parts		X			

This is an original Training Plan Agreement ___ A revised Training Plan Agreement ___ entered into on the date of ______________________.

(Student) (Parent) (Employer)

(Teacher of Agriculture) (School Administrator) (Other)

Instructor's Final Checklist

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student accurately completed a cooperative experience training plan, including:

	Fully Accomplished	Not Accomplished	Not Applicable
Student's information	☐	☐	☐
Training station information	☐	☐	☐
Competencies to be developed	☐	☐	☐
Indication of five (5) signatures needed	☐	☐	☐
Information completed neatly and accurately	☐	☐	☐

KEEPING RECORDS ON OFF-FARM SOEPs

OBJECTIVE

Given a sample record sheet for recording off-farm earnings, expenses, and experiences, and a list of items to record on the sheet, complete all entries and make mathematical computations without error..

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

Students will realize the importance of keeping records on off-farm SOEPs.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. KEEPING RECORDS ON OFF-FARM SOEPs	1
Student Self-Check	
I. KEEPING RECORDS ON OFF-FARM SOEPs	2
Instructor's Final Checklist	
KEEPING RECORDS ON OFF-FARM SOEPs	3

CHECK-OUT ACTIVITY

Your instructor will provide a sample record sheet and a list of off-farm income, expenses, and experiences. Complete this sample record sheet, including calcuating net income, and return it to your instructor.

KEEPING RECORDS ON OFF-FARM SOEPs

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, KEEPING RECORDS ON OFF-FARM SOEPs	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. An Answer Key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

KEEPING RECORDS ON OFF-FARM SOEPs

ANSWERS

1. False
2. True
3. False
4. True
5. Any five of the following or others that make sense:

    Determine amount of money made
    Determine the kinds of experience had and quality of each
    Compare results with standards and goals
    Help in making plans--developing training plans
    Provide a basis for decision making
    Use in borrowing money
    Aid in filing income tax returns
    Learn to keep records
    Make a favorable impression on parents and cooperating employers
    Assist in applying for a job

6. Any three of the following or others that make sense:

    Using your tractor and equipment plow and/or work gardens for others for pay
    Working at a landscape center
    Working at a livestock auction
    Working at a machinery dealership
    Working at a greenhouse
    Pruning trees and shrubs for pay

7. Any three of the following or others that make sense:

    Woking at a junk yard
    Working cleaning a church
    Working at a gas station
    Babysitting
    Working at a restaurant

8. Any two of the following or others that make sense:

    Cost of getting to and from work
    Charge for machinery being used and cost of operating
    Taxes and social security which may be deducted from your pay
    Special clothing or safety equipment you must purchase

Check-Out Activity Sheet

KEEPING RECORDS ON OFF-FARM SOEPs

Directions: Use the information listed below to complete the sample record sheet. Give your answers to your instructor for evaluation.

Plowed 8 gardens in 10 hours and received $10 per hour.

Used 6 gallons of gas plowing. Gas cost $.86 per gallon.

Rental of the tractor and plow was $4.75 per hour for 10 hours.

Worked 8 hours at livestock auction for $3.60 per hour.

Helped collect milk on milk route for 6 hours at $3.75 per hour.

Worked 8½ hours at FFA school auction. Helped clerk 4½ hours and helped sort equipment 4 hours. Received no pay.

Babysat 3 hours for $5.

Drove to work at livestock auction 12 miles at $.18 per mile.

Helped park cars at Young Farmer Tractor Pull for 4 hours.

Check-Out Activity Sheet Con't.

SAMPLE RECORD SHEET

Income

Job	Hours worked	Rate per hour	Income

Total Income

Expenses

Job	Item of expense	No. of Items	Cost per item	Expense

Total Expense

Experience

Job	Experience Received

Net Income

Total Income
Total Expense - __________
Net Income

Check-Out Activity Sheet Con't.

SAMPLE RECORD SHEET

Income

Job	Hours worked	Rate per hour	Income
Plowing gardens	10	$10.00	100.00
Worked at livestock auction	8	3.60	28.80
Helped collect milk on milk route	6	3.75	22.50

Total Income 151.30

Expenses

Job	Item of expense	No. of Items	Cost per item	Expense
Plowing gardens	**Gas for tractor**	6	.86	5.16
Plowing gardens	Rental of tractor	10	4.75	47.50
Worked at livestock auction	Drove to auction	12	.18	2.16

Total Expense 54.82

Experience

Job	Experience Received
Working at FFA Auction	Helped clerk for 4½ hours and sorted equipment for 4 hours.
Worked at Young Farmer Tractor Pull	Helped park cars.

Net Income

Total Income	151.30
Total Expense	- 54.82
Net Income	96.48

Instructor's Final Checklist

KEEPING RECORDS ON OFF-FARM SOEPs

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In completing the sample record sheet for recording off-farm earnings, expenses, and experiences, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Properly recorded all income	☐	☐	☐
2. Properly recorded all expenses	☐	☐	☐
3. Properly recorded all experiences	☐	☐	☐
4. Properly calculated net income from off-farm experiences	☐	☐	☐

PREPARE LETTERS TO CUSTOMERS

OBJECTIVE

Given two case situations, choose one and prepare a letter to a customer. You will be rated by the Instructor's Final Checklist. All items on the checklist should receive a fully accomplished rating.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will learn the importance of properly preparing letters to customers.

CONTENTS OF MODULE

Learning Activity Number

Instruction Sheet

I. PREPARE LETTERS TO CUSTOMERS 1

Student Self-Check

I. PREPARE LETTERS TO CUSTOMERS 2

Instructor's Final Checklist

PREPARE LETTERS TO CUSTOMERS 5

CHECK-OUT ACTIVITY

Your instructor will provide two case situations requiring a letter to a customer. Choose one situation and prepare a letter according to the instructions given by your instructor.

PREPARE LETTERS TO CUSTOMERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may want to discuss the material with the students after they have read Instruction Sheet I.	Instruction Sheet I, PREPARE LETTERS TO CUSTOMERS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Lead a discussion to identify the different types of letters, how they are used, and how they should be prepared.	Make use of the sample letters in Instruction Sheet I.	
4	Guide the students to practice writing a letter to a customer. Be sure and stress the guidelines in the Instructor's Final Checklist. Provide a copy of the practice case situations for each student.	--A Master Copy of the practice case situations for Learning Activity 4 is provided in this section of the manual. --A Suggested Answer Key for Learning Activity 4 is provided in this section of the manual.	
5	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the case situations for each student's Check-Out Activity.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

PREPARE LETTERS TO CUSTOMERS

ANSWERS

1. To handle routine matters
   To sell products and services
   To establish credit and collect money
   To adjust complaints and misunderstanding
   To win and hold goodwill

2. Any seven of the following:

   --Plan the letter
   --Decide what to say
   --Put thoughts in logical order
   --Allow a paragraph for each step
   --Indicate what the letter is about in the first paragraph
   --Stop when you have finished
   --Keep it simple
   --Use an acceptable format
   --Spell correctly, punctuate correctly and use proper grammar
   --Prepare the letter properly including proofreading

PRACTICE WRITING A LETTER TO A CUSTOMER

Practice writing a letter to a customer using the case situation given below.

Mr. James Green received a monthly statement of $111.35 for October, 1987 from the Woodford Feed and Seed Company. He remitted payment in the amount requested. When the payment was received, the accounts clerk discovered that an error had been made. The statement should have been $121.35. Prepare a letter from Ms. Sheila Allen, accounting clerk, explaining the error and requesting the additional payment.

PRACTICE WRITING A LETTER TO A CUSTOMER

ANSWER

The following letter is provided as a suggested answer for Learning Activity #4 on PRACTICE WRITING A LETTER TO A CUSTOMER. Though the letters may vary in content, the letters should meet the criteria in the Instructor's Final Checklist

November 15, 1987

Mr. James Green
Route 1, Box 28
Versailles, KY 40383

Dear Mr. Green:

We always appreciate the opportunity to be of service to our customers, but I am sorry to tell you that last month we did you-and ourselves-a disservice. The correct amount of your October, 1987 statementment was $121.35 and we billed you for only $111.35--a difference of $10.00

May we ask you to send us a check for $10.00 to cover the balance due? A stamped envelope is enclosed for your convenience.

I am certainly sorry to bother you with this Mr. Green, you can be sure we'll do our best to see that it doesn't happen again.

Sincerely,

Ms. Sheila Allen
Accounts Clerk
Woodford Feed and Seed Company

Check-Out Activity Sheet

PREPARE LETTERS TO CUSTOMERS

Directions: Two case situations are given below. Choose one of the situations and prepare a written letter. Give your letter to your instructor for evaluation.

1. Mr. Herman Brown, 222 Meadow Drive, Madison, Illinois 62060, as a new member of the community, has applied for credit at Taylor Department Store. Mr. John Taylor, President of Taylor Department Store, wishes to welcome him and to inform him of his acceptance for credit. Mr. Taylor also wants Mr. Brown to know the location of the store and the store hours, from nine o'clock in the morning until five o'clock in the evening. Compose Mr. Taylor's reply from Taylor Department Store, 108 Fountain Square, Madison, Illinois 62060.

2. Inform Mrs. Harold White, 14 Green Circle, Louisville, Kentucky, 40200, of our annual inventory sale beginning May 16. She may be interested to know that there will be a private sale May 14 and 15 for established customers. She will need a card to enter the private rooms for the sale. Sign the letter Mr. James Oden, Sales Manager.

Check-Out Activity Sheet

PREPARE LETTERS TO CUSTOMERS

ANSWERS

The following letters are provided as suggested answers for the Check-Out Activity. Though the letters may vary in content, the letters should meet the criteria in the Instructor's Final Checklist.

Letter 1

Current Date

Mr. Herman Brown
222 Meadow Drive
Madison, IL 62060

Dear Mr. Brown:

We should like very much to be one of the first to welcome you to our city. We hope that you are well settled in your new home by now.

It is a pleasure to welcome you as a charge customer of our store. Your new charge card is enclosed. We know you will enjoy shopping in our modern, up-to-date store.

Our location is very convenient and is served by the city buses. We are located at 108 Fountain Square. Visit us any day between the hours of nine o'clock and five o'clock.

Sincerely yours,

John Taylor
President

xx

Enclosure

Check-Out Activity Sheet, (page 2)

Letter 2

Current Date

Mrs. Harold White
14 Green Circle
Louisville, Kentucky 40200

Dear Mrs. White:

Our annual inventory sale will begin the 16th of May. We are holding a private sale on May 14 and 15 as a special service to our established customers. We would like you to have an opportunity to select what you want before the merchandise is offered to the general public and the best is sold.

Please present the enclosed card to one of our clerks when you come. You will then be conducted to the private rooms in which the sale will be held. Do not fail to come. We shall be looking forward to your visit on the 14th and 15th.

Sincerely yours,

James Oden
Sales Manager

Enclosure

xx

Instructor's Final Checklist

PREPARE LETTERS TO CUSTOMERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing letters to customers, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Used clear, simple words	☐	☐	☐
2. Punctuated correctly	☐	☐	☐
3. Spelled correctly	☐	☐	☐
4. Organized the content in a logical sequence	☐	☐	☐
5. Conveyed the desired message	☐	☐	☐
6. Used an acceptable format	☐	☐	☐
7. Prepared the letter properly including proofreading	☐	☐	☐

WAREHOUSE RECEIPTS

OBJECTIVE

Provided a blank warehouse receipt and information necessary to complete a warehouse receipt, prepare and write a warehouse receipt. The warehouse receipt should be neat, easy to read, and with no errors in mathematical computations.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MOUDLE (AFFECTIVE DOMAIN):

--The students will realize that warehouse receipts must be accurately and completely filled out if a clear line of communication is to be maintained between the depositor and a warehouseman.

--The students will realize that the contract is not complete until it has been written.

--The students will realize that warehouse receipts are important to the many aspects of the agricultural marketing.

--The students will realize that by being accurate in preparing a warehouse receipt, future problems can be avoided.

--The students will realize that warehouse receipts should be filled out completely, legibly, and accurately.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. WAREHOUSE RECEIPTS	1
II. READING A WAREHOUSE RECEIPT	3
Student Self-Check	
I. WAREHOUSE RECEIPTS	2
II. PREPARING A WAREHOUSE RECEIPT	6
Instructor's Final Checklist	
PREPARING A WAREHOUSE RECEIPT	7

CHECK-OUT ACTIVITY

Your instructor will provide warehouse receipts and information necessary to prepare and write a warehouse receipt. Prepare and write a warehouse receipt.

PREPARING A WAREHOUSE RECEIPT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the use of warehouse receipts issued by a grain elevator with the students, OR Use a resource person to discuss warehouse receipts with the students. Emphasize: --Importance to farmer --The two uses	Instruction Sheet I, WAREHOUSE RECEIPTS ASCS representative or Grain elevator manager	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, READING A WAREHOUSE RECEIPT	
4	Discuss and demonstrate the parts of a warehouse receipt. Emphasize: --Neatness --Accuracy --Spelling --Required information --Avoiding mathematical errors -Pounds of grain to bushels --Terms -Test wt./lbs -Moisture % -Protein %/splits or rounds (for wheat) -TD% (total damage) -HD% (heat damage) -FM% (foreign matter) -Shr./Brok% - for small grain (shrunken and/or broken) -Tot. Def% (total defects, for small grain) -Other quality factors (weevil, mouldy, etc.) -Dock% (for wheat, soybeans, etc.)	--Transparency film --Warehouse receipts --Overhead projector (A Master Copy of warehouse receipts is provided in this section of the manual.)	

PREPARING A WAREHOUSE RECEIPT, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Develop information necessary for students to prepare a warehouse receipt --Use the Instructor's Final Checklist to evaluate each warehouse receipt.	--Blank warehouse receipts (A Master Copy is provided in this section of the manual.) --Information to prepare a warehouse receipt	
6	Student Self-Check II	--Two blank warehouse receipts for each student --An Answer Key is provided in this section of the manual.	
7	Use the Instructor's Final Checklist to evaluate each student's performance.	--Copies of blank warehouse receipts (A Master Copy is provided in this section of the manual.) --Information to prepare a warehouse receipt --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Answer Key for Learning Activity #2

Student Self-Check I

WAREHOUSE RECEIPTS

ANSWERS

1. Bulk warehouses
   --Coal
   --Sand
   --Salt
   --Stone
   --Chemicals
   Commodity warehouses
   --Cotton
   --Wool
   --Tobacco
   --Grain elevators
   Household goods warhouses
   --Personal possessions
   --Household goods
   Field warehouse
   --Storage of commodities on the premises of a business
   Refrigerated warehouses
   --Provides refrigerated protection for perishable foods
   Merchandise warehouses
   --General warehouses for the storage of commodities that do not require refrigeration

2. Contract

3. Negotiable warehouse receipts - a document which is transferable from one person to another in return for equivalent value.

   Non-negotiable warehouse receipt - is not transferable to another person.

4. Warehouse stored loans
   Farm stored loans

5. Forfeit

Student Self-Check II

PREPARING A WAREHOUSE RECEIPT

ANSWERS

#1

NAME AND ADDRESS OF WAREHOUSE World Wide Grain Coop., Bigtown, KY

RECEIPT NO. Z-0018

CCC WHSE. CODE NO. 1-0002

ORIGINAL NEGOTIABLE WAREHOUSE RECEIPT FOR GRAIN

Received From: B. Farmer of Anytown, Kentucky

LOCATION OF STORING WAREHOUSE
1 Main St.
Bigtown, KY

FOR STORAGE, GRAIN OF THE KIND, AMOUNT, GRADE AND CONDITION DESCRIBED HEREIN.

This grain has been graded according to the official grain standards of the United States, and is insured for the full market value against loss or damage by fire, lightning, inherent explosion, windstorm, cyclone and tornado and such other perils as may be required by statute. The undersigned warehouseman is not the owner of the grain covered by this receipt either solely, jointly or in common with others unless otherwise stated hereon. Upon the return of this receipt, properly endorsed, and the payment of all lawful charges due the warehouseman with respect to said grain, said grain or grain of same or better grade is deliverable to the above named owner or to his order. The warehouseman claims a lien on said grain for storage charges, and for advances and liabilities as indicated below.

Storage from date of receipt at the rate of .0015 cents per bushel per day.

Date Issued			Kind of Grain	Grade & Sub Class	Dock %	Lbs. of Gr. Incl. Dock	Gross Bushels	Net Pounds	Net Bushels (Cwt. Grain Sorghums)	Elevation Chgs. Prepaid Per Bu.		Date Storage pd. To		
Mo.	Day	Yr								In @ ¢	Out @ ¢	Mo.	Day	Yr.
10	15	-	Corn	#2 yellow	-	48,000	857.14	48,000	857.14	.07	.08	7	31	-

NAME OF WAREHOUSE World Wide Grain, Cooperative

BY B. F. Jones
(Authorized Agent)

Handling and other accrued charges according to the tariff of the company. Full amount of charges furnished on request.

SUPPLEMENTAL INFORMATION *For purposes of the Uniform Grain Storage Agreement only (Not part of Warehouse Receipt)*

Test Wt Lbs	Moisture %	Protein % Splits or Sounds	TD %	HD %	FM %	Shr. Brok. %	Tot. Def %	Other Quality Factors	Car Initial and No.	Date Received			Received By			FOR CCC USE ONLY			
										Mo.	Day	Yr.	Trk.	Brg.	Rail	Chgs.	Type Sig.	Area	Loan/Purchase No
54	15.0	-	5	-	3	-	-			10	15	-	X						

Student Self-Check II, (page 2)

PREPARING A WAREHOUSE RECEIPT

ANSWERS

#2

NAME AND ADDRESS OF WAREHOUSE
South Eastern Grain Elevator, Somewhere, KY

RECEIPT NO.
E-5678

CCC WHSE. CODE NO.
1-0002

ORIGINAL NEGOTIABLE WAREHOUSE RECEIPT FOR GRAIN

Received From E. Green of Smalltown, Kentucky

FOR STORAGE GRAIN OF THE KIND, AMOUNT, GRADE AND CONDITION DESCRIBED HEREIN

This grain has been graded according to the official grain standards of the United States, and is insured for the full market value against loss or damage by fire, lightning, inherent explosion, windstorm, cyclone and tornado and such other perils as may be required by statute. The undersigned warehouseman is not the owner of the grain covered by this receipt either solely, jointly or in common with others unless otherwise stated hereon. Upon the return of this receipt, properly endorsed, and the payment of all lawful charges due the warehouseman with respect to said grain, said grain or grain of same or better grade is deliverable to the above named owner or to his order. The warehouseman claims a lien on said grain for storage charges, and for advances and liabilities as indicated below.

LOCATION OF STORING WAREHOUSE
10 E. State Street
Somewhere, KY

Storage from date of receipt at the rate of .0015 cents per bushel per day.

Date Issued			Kind of Grain	Grade & Sub Class	Dock %	Lbs. of Gr. Incl. Dock	Gross Bushels	Net Pounds	Net Bushels (Cwt. Grain Sorghums)	Elevation Chgs. Prepaid Per Bu.		Date Storage pd. To		
Mo	Day	Yr								In @ ¢	Out @ ¢	Mo.	Day	Yr
12	15	-	Corn	#2 yellow	-	35,000	625	35,000	625	.07	.08	9	30	-

NAME OF WAREHOUSE
South Eastern Grain Elevator
10 E. State Street, Somewhere, KY

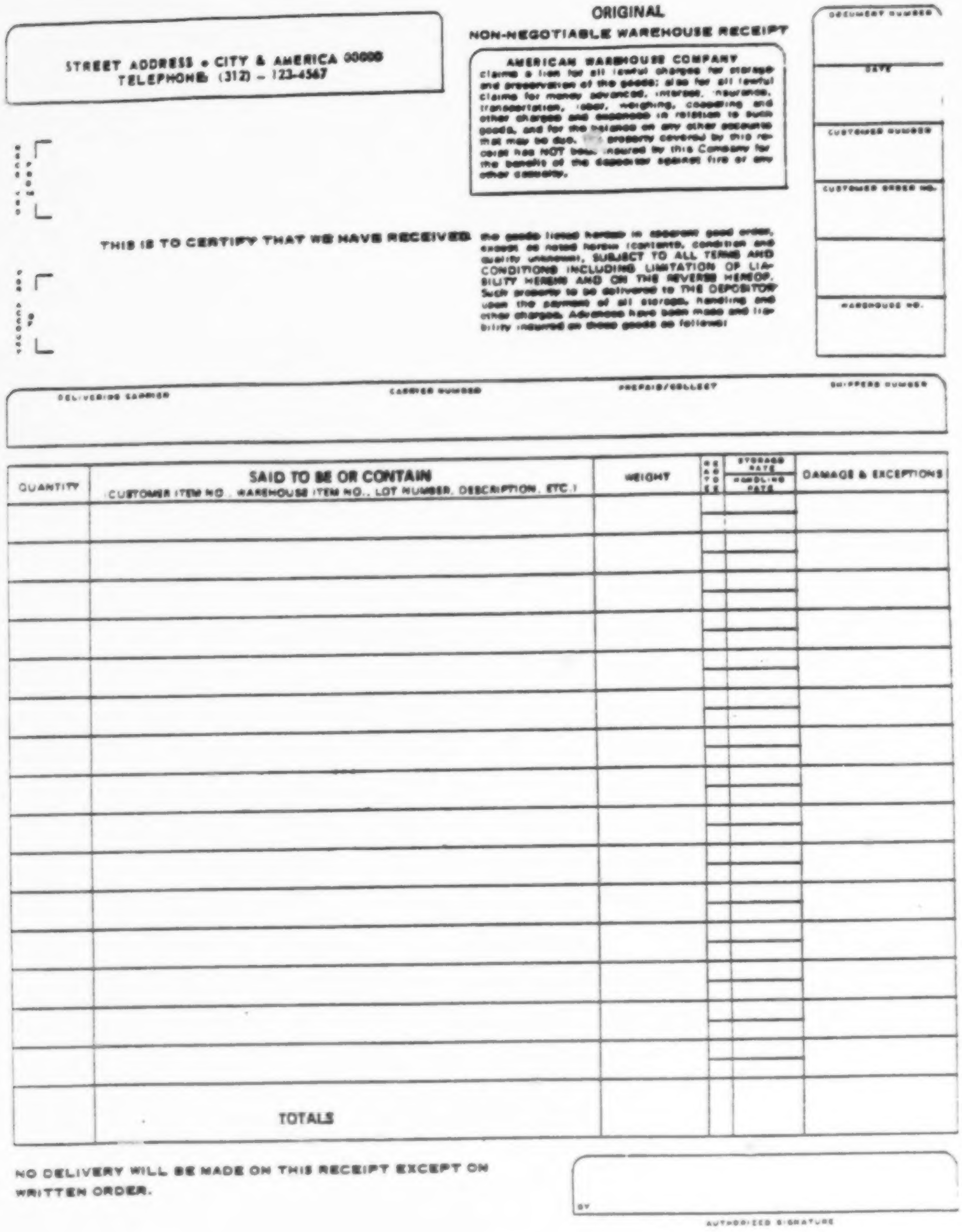
BY M. R. Warehouse
(Authorized Agent)

Handling and other accrued charges according to the tariff of the company. Full amount of charges furnished on request.

SUPPLEMENTAL INFORMATION *For purposes of the Uniform Grain Storage Agreement only (Not part of Warehouse Receipt)*

Test Wt. Lbs.	Moisture %	Protein % Splits or Sounds	TD %	HD %	FM %	Shr. Brok. %	Tot. Def. %	Other Quality Factors	Car Initial and No.	Date Received			Received By			FOR CCC USE ONLY			
										Mo.	Day	Yr.	Trk.	Brg.	Rail	Chgs.	Type Stg.	Area	Loan/Purchase No.
56	9.5	-	4	-	2	-	-			12	15	-	X						

WAREHOUSE RECEIPT



STREET ADDRESS • CITY & AMERICA 00000
TELEPHONE: (312) – 123-4567

ORIGINAL

NON-NEGOTIABLE WAREHOUSE RECEIPT

AMERICAN WAREHOUSE COMPANY claims a lien for all lawful charges for storage and preservation of the goods; also for all lawful claims for money advanced, interest, insurance, transportation, labor, weighing, coopering and other charges and expenses in relation to such goods, and for the balance on any other accounts that may be due. The property covered by this receipt has NOT been insured by this Company for the benefit of the depositor against fire or any other casualty.

DOCUMENT NUMBER

DATE

CUSTOMER NUMBER

CUSTOMER ORDER NO.

WAREHOUSE NO.

THIS IS TO CERTIFY THAT WE HAVE RECEIVED the goods listed hereon in apparent good order, except as noted hereon (contents, condition and quality unknown), SUBJECT TO ALL TERMS AND CONDITIONS INCLUDING LIMITATION OF LIABILITY HEREIN AND ON THE REVERSE HEREOF. Such property to be delivered to THE DEPOSITOR upon the payment of all storage, handling and other charges. Advances have been made and liability incurred on these goods as follows:

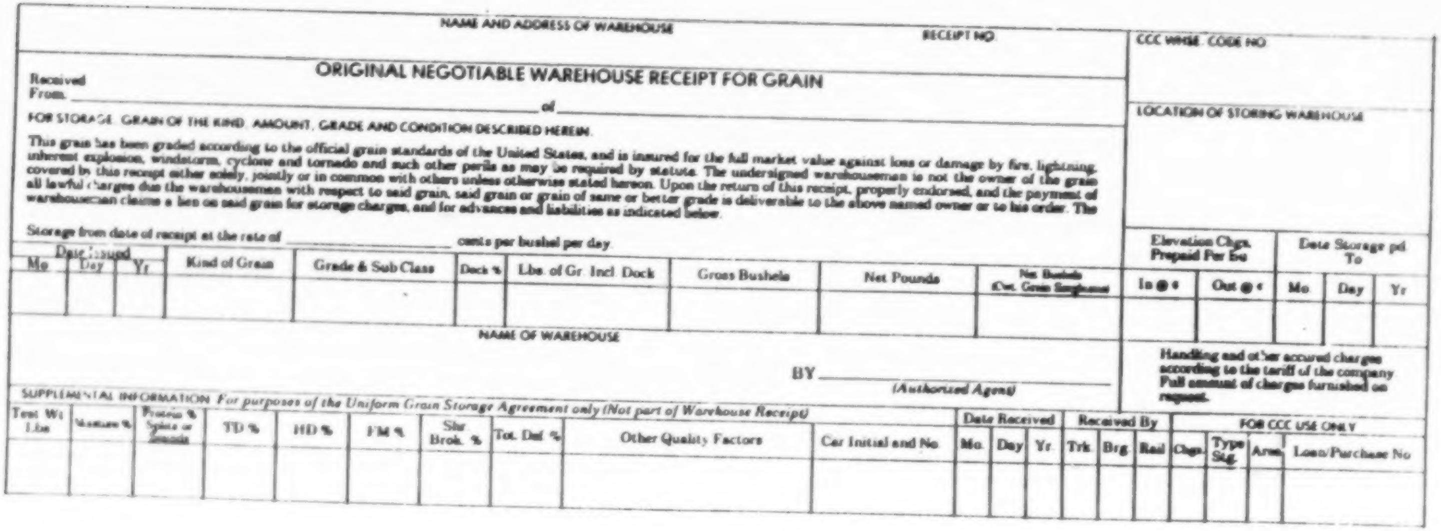
DELIVERING CARRIER	CARRIER NUMBER	PREPAID/COLLECT	SHIPPERS NUMBER

QUANTITY	SAID TO BE OR CONTAIN (CUSTOMER ITEM NO., WAREHOUSE ITEM NO., LOT NUMBER, DESCRIPTION, ETC.)	WEIGHT	RATES	STORAGE RATE HANDLING RATE	DAMAGE & EXCEPTIONS
	TOTALS				

NO DELIVERY WILL BE MADE ON THIS RECEIPT EXCEPT ON WRITTEN ORDER.

BY ______________________
AUTHORIZED SIGNATURE

WAREHOUSE RECEIPT



NAME AND ADDRESS OF WAREHOUSE

RECEIPT NO.

CCC WHSE. CODE NO.

LOCATION OF STORING WAREHOUSE

ORIGINAL NEGOTIABLE WAREHOUSE RECEIPT FOR GRAIN

Received From ____________________ of ____________________

FOR STORAGE. GRAIN OF THE KIND, AMOUNT, GRADE AND CONDITION DESCRIBED HEREIN.

This grain has been graded according to the official grain standards of the United States, and is insured for the full market value against loss or damage by fire, lightning, inherent explosion, windstorm, cyclone and tornado and such other perils as may be required by statute. The undersigned warehouseman is not the owner of the grain covered by this receipt either solely, jointly or in common with others unless otherwise stated hereon. Upon the return of this receipt, properly endorsed, and the payment of all lawful charges due the warehouseman with respect to said grain, said grain or grain of same or better grade is deliverable to the above named owner or to his order. The warehouseman claims a lien on said grain for storage charges, and for advances and liabilities as indicated below.

Storage from date of receipt at the rate of ____________ cents per bushel per day.

Date Issued			Kind of Grain	Grade & Sub Class	Dock %	Lbs. of Gr. Incl. Dock	Gross Bushels	Net Pounds	Net Bushels (Cwt. Grain Sorghums)	Elevation Chgs. Prepaid Per Bu		Date Storage pd To		
Mo	Day	Yr								In @ ¢	Out @ ¢	Mo.	Day	Yr

NAME OF WAREHOUSE

BY ____________________
(Authorized Agent)

Handling and other accrued charges according to the tariff of the company. Full amount of charges furnished on request.

SUPPLEMENTAL INFORMATION *For purposes of the Uniform Grain Storage Agreement only (Not part of Warehouse Receipt)*

Test Wt Lbs	Moisture %	Protein % Splits or Seconds	TD %	HD %	FM %	Shr. Brok. %	Tot. Def. %	Other Quality Factors	Car Initial and No.	Date Received			Received By			FOR CCC USE ONLY			
										Mo.	Day	Yr.	Trk.	Brg.	Rail	Chgs.	Type Stg.	Area	Loan/Purchase No

Instructor's Final Checklist

PREPARING A WAREHOUSE RECEIPT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When preparing a warehouse receipt, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
--Included all required data	☐	☐	☐
--Accurately performed each mathematical calculation	☐	☐	☐
--Wrote each entry neatly and accurately	☐	☐	☐
--Spelled each entry correctly	☐	☐	☐
--Dated the warehouse receipt	☐	☐	☐
--Correctly listed the warehouse's and depositor's name and address	☐	☐	☐
--Correctly listed the receipt number	☐	☐	☐
--Signed and/or initialed as required	☐	☐	☐

PREPARE AND WRITE UP SALES TICKETS

OBJECTIVE

Provided four customers and sales tickets, write sales transactions for a cash purchase, a charge purchase, a lay-away purchase, and a received-on-account transaction. The sales tickets must be completed in full with no errors in mathematical computations.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize that their personal image is reflected in the way they perform sales related services for customers.
--The students will realize that they can use this time to introduce customers to new merchandise.
--The students will realize that by being accurate when recording sales transactions future problems can be avoided.
--The students will realize that all business forms must be accurately and completely filled out if a clear communication line is to be maintained.
--The students will realize that retail sales transactions are not complete until they have been written.
--The students will realize that business forms should be filled out completely, legibly, and accurately.
--The students will realize that many people will use the sales tickets in the operation of the store's business.
--The students will realize the importance of all business transactions.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. THE SALES TICKET	2
II. USING A SALES TICKET FOR RECORDING CASH SALES	5
III. USING A SALES TICKET TO RECORD CHARGE SALES TRANSACTIONS	8
IV. WRITING A CHARGE PLATE SALES TICKET	11
V. RECORDING LAY-AWAY SALES ON SALES TICKET	14
VI. USING A SALES TICKET TO RECORD CUSTOMERS' PAYMENTS-ON-ACCOUNT	17

Student Self-Checks	
I. THE SALES TICKET	4
II. WRITING CASH SALES TICKETS	7
III. USING A SALES TICKET TO RECORD CHARGE SALES	10
IV. WRITING A CHARGE PLATE SALES TICKET	13
V. PROCESSING LAY-AWAY SALES	16
VI. USING A SALES TICKET TO RECORD PAYMENTS-ON-ACCOUNT . .	19

PREPARE AND WRITE UP SALES TICKETS, (page 2)

Instructor's Final Checklist	Learning Activity Number
PREPARING AND WRITING SALES TRANSACTIONS	21

CHECK-OUT ACTIVITY

Your instructor will provide four customers and sales tickets. Prepare and write sales tickets for a cash purchase, a charge purchase, a lay-away purchase, and a received-on-account transaction.

PREPARING AND WRITING SALES TICKETS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students bring sales tickets they have received when making purchases. Have the class compare the different kinds of sales tickets.	--Sales tickets	
2		Instruction Sheet I, THE SALES TICKET	
3	Discuss and demonstrate the parts of a sales ticket. Explain special points: --Some stores do not include the customer's name and address for cash sales. --The "unit price" is the cost of one item. The "amount" is figured by multiplying the "quantity" by the "unit price". --Review calculating sales tax. --The importance of accuracy and neatness.	--Transparency film --Sales ticket --Overhead projector	
4	Student Self-Check I		
5		Instruction Sheet II, USING A SALES TICKET FOR CASH SALES	
6	Discuss and demonstrate how to prepare and write a sales ticket for cash sales. Emphasize: --Neatness --Spelling --Required information --Avoiding mathematical errors	--Transparency film --Sales ticket --Overhead projector	

PREPARING AND WRITING SALES TICKETS, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Student Self-Check II	--Three blank sales tickets	
8		Instruction Sheet III, USING A SALES TICKET TO RECORD CHARGE SALES TRANSACTIONS	
9	Discuss and demonstrate how to record charge sales transactions on a sales ticket.	--Transparency film --Sales ticket --Overhead projector	
10	Student Self-Check III	--One sales ticket	
11		Instruction Sheet IV, WRITING A CHARGE PLATE SALES TICKET	
12	Discuss and demonstrate how to write charge plate sales transactions. Show samples of charge cards from: --Department stores --Oil companies --Banks --Telephone companies Show samples of charge card sales drafts.	--Transparency film --Charge card --Sales draft (A Master Copy of charge card sales draft is included in this section of the manual.)	
13	Student Self-Check IV	A blank charge plate, sales ticket	
14		Instruction Sheet V, RECORDING LAY-AWAY SALES ON SALES TICKET	
15	Discuss and demonstrate how to record lay-away sales transactions. Emphasize: --Correct name and address --Checked lay-away box --Amount received by customer	--Transparency film --Sales ticket --Overhead projector	

PREPARING AND WRITING SALES TICKETS, (page 3)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
16	Student Self-Check V	--One sales ticket	
17		Instruction Sheet VI, USING A SALES TICKET TO RECORD CUSTOMER'S PAYMENTS-ON-ACCOUNT	
18	Discuss and demonstrate using the sales ticket to record customer's payments-on-account.	--Transparency film --Sales ticket --Overhead projector	
19	Student Self-Check VI	--One sales ticket	
20	Develop case studies for the students to practice writing cash sales tickets, charge sales transactions, lay-away sales, and payments-on-account transactions. --Let the students check work in class --Use the Instructor's Final Checklist to evaluate each completed sales ticket	--Descriptions of sales (case studies) --Sales tickets --Charge card --Sales draft	
21	Use the Instructor's Final Checklist to evaluate each student's performance.	--Copies of Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Sales tickets (A Master Copy is provided in this section of the manual.) --Charge card Sales draft (A Master Copy is provided in this section of the manual.) --Customers (students)	

Answer Key for Learning Activity #4

Student Self-Check I

THE SALES TICKET

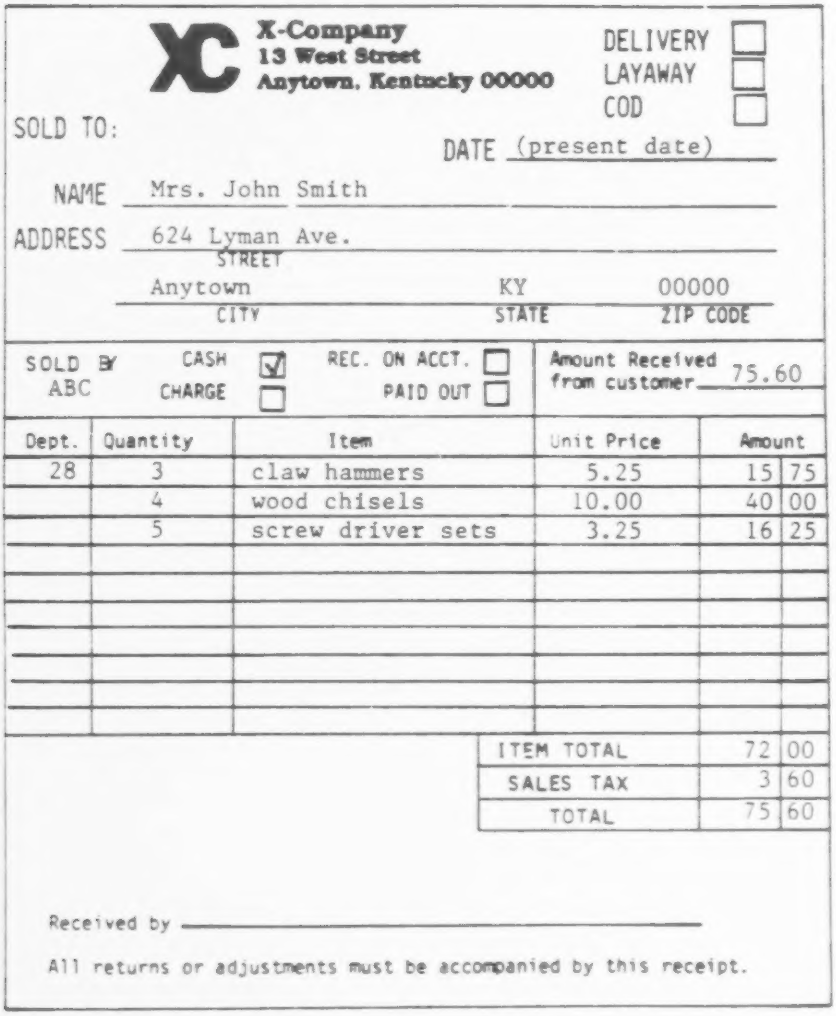
ANSWERS:

1
3
4
6
7
8
9
10
11
12

Student Self-Check II

WRITING CASH SALES TICKETS

ANSWERS:



X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO:

DATE (present date)

NAME Mrs. John Smith

ADDRESS 624 Lyman Ave.
STREET

Anytown KY 00000
CITY STATE ZIP CODE

SOLD BY ABC

CASH ☑
CHARGE ☐
REC. ON ACCT. ☐
PAID OUT ☐

Amount Received from customer 75.60

Dept.	Quantity	Item	Unit Price	Amount	
28	3	claw hammers	5.25	15	75
	4	wood chisels	10.00	40	00
	5	screw driver sets	3.25	16	25

ITEM TOTAL	72	00
SALES TAX	3	60
TOTAL	75	60

Received by

All returns or adjustments must be accompanied by this receipt.

Student Self-Check II, (page 2)

X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO:

DATE (present date)

NAME Mrs. John Ritter

ADDRESS 419 Ruter Lane
STREET

Goldenrod KY 00000
CITY STATE ZIP CODE

SOLD BY DEF

CASH ☑
CHARGE ☐

REC. ON ACCT. ☐
PAID OUT ☐

Amount Received from customer 154.88

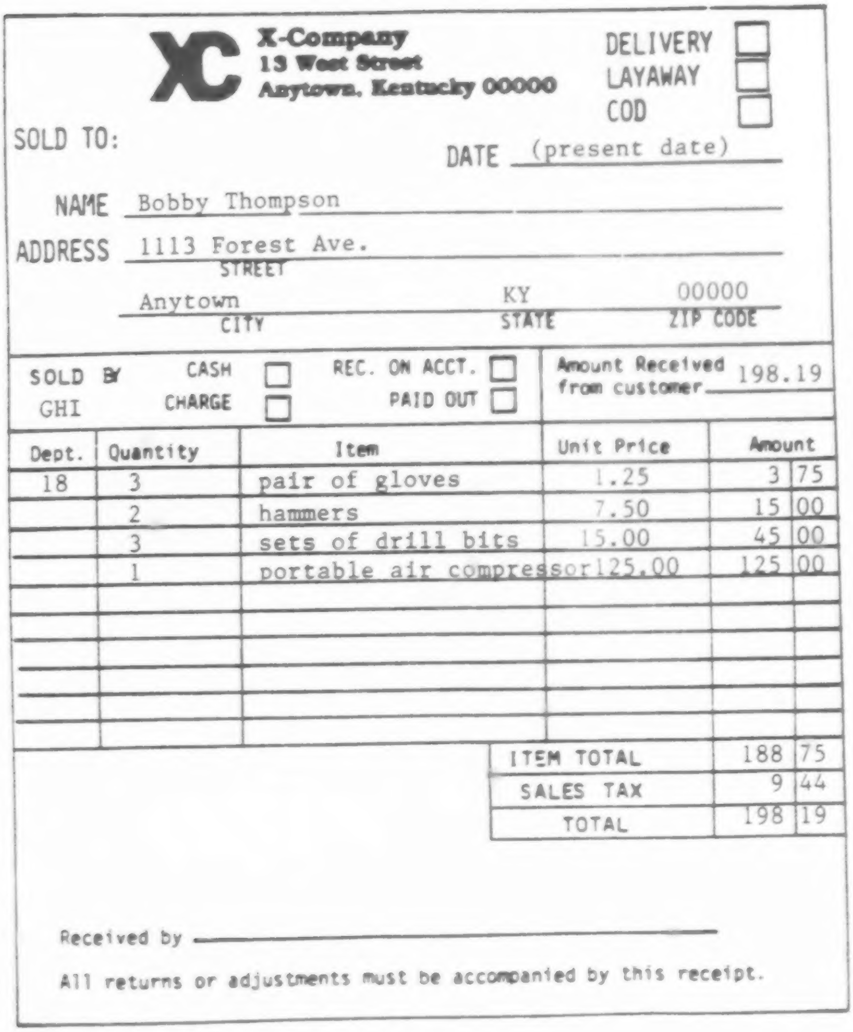
Dept.	Quantity	Item	Unit Price	Amount	
14	1	tractor tire	45.00	45	00
	10 lbs	nails	30.00	30	00
	10	4x7/8 nuts and bolts	2.50	25	00
	3	plywood	15.00	45	00
		delivery		2	50
			ITEM TOTAL	147	50
			SALES TAX	7	38
			TOTAL	154	88

Deliver to Ritter residence

Received by ____________________

All returns or adjustments must be accompanied by this receipt.

Student Self-Check II, (page 3)



X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO:

DATE (present date)

NAME Bobby Thompson

ADDRESS 1113 Forest Ave.
STREET

Anytown KY 00000
CITY STATE ZIP CODE

SOLD BY GHI
CASH ☐
CHARGE ☐
REC. ON ACCT. ☐
PAID OUT ☐
Amount Received from customer 198.19

Dept.	Quantity	Item	Unit Price	Amount	
18	3	pair of gloves	1.25	3	75
	2	hammers	7.50	15	00
	3	sets of drill bits	15.00	45	00
	1	portable air compressor	125.00	125	00

ITEM TOTAL	188	75
SALES TAX	9	44
TOTAL	198	19

Received by ______________________

All returns or adjustments must be accompanied by this receipt.

Student Self-Check III

USING A SALES TICKET TO RECORD CHARGE SALES TRANSACTIONS

ANSWERS:

X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO:

DATE (present date)

NAME Larry Smith

ADDRESS 108 Lime Ave.
STREET

Anytown KY 40523
CITY STATE ZIP CODE

SOLD BY 11	CASH ☐ CHARGE ☑	REC. ON ACCT. ☐ PAID OUT ☐	Amount Received from customer

Dept.	Quantity	Item	Unit Price	Amount	
54	1	brass lock	12.00	12	00
	1	winch	75.00	75	00
	50 ft.	5/8" nylon rope	.60	30	00
	15'	chain	2.40	36	00

ITEM TOTAL	153	00
SALES TAX	7	65
TOTAL	160	65

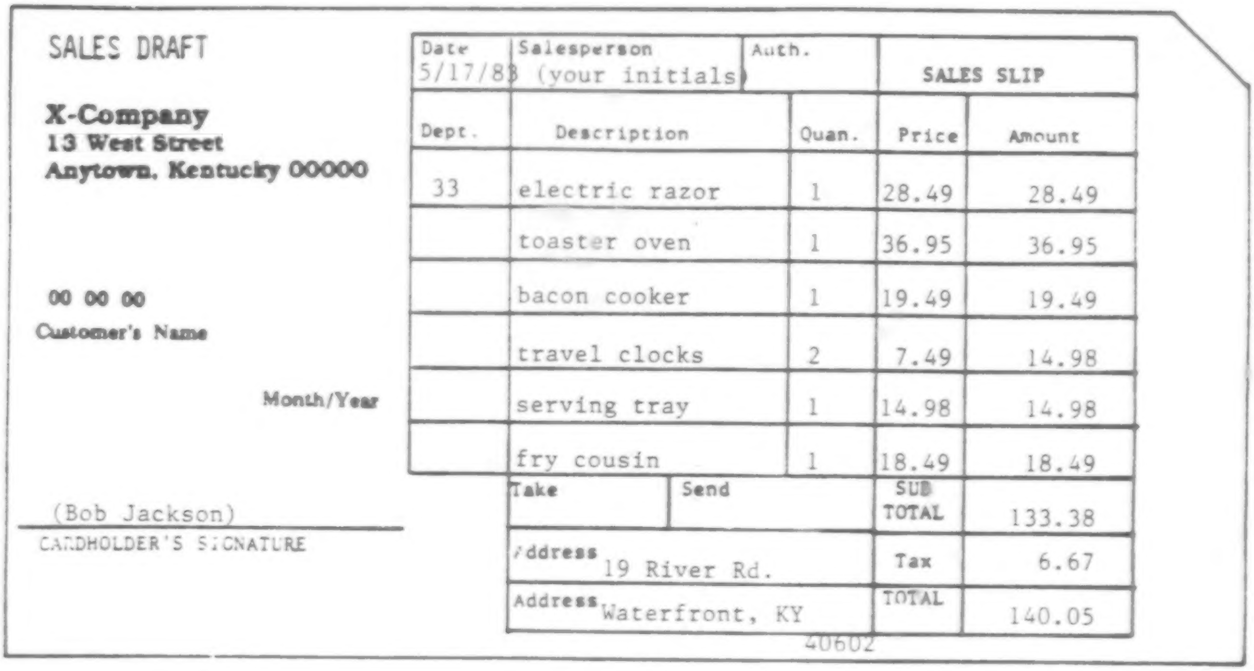
Received by Larry Smith

All returns or adjustments must be accompanied by this receipt.

Student Self-Check IV

WRITING A CHARGE PLATE SALES TICKET

ANSWERS:



SALES DRAFT

X-Company
13 West Street
Anytown, Kentucky 00000

00 00 00
Customer's Name

Month/Year

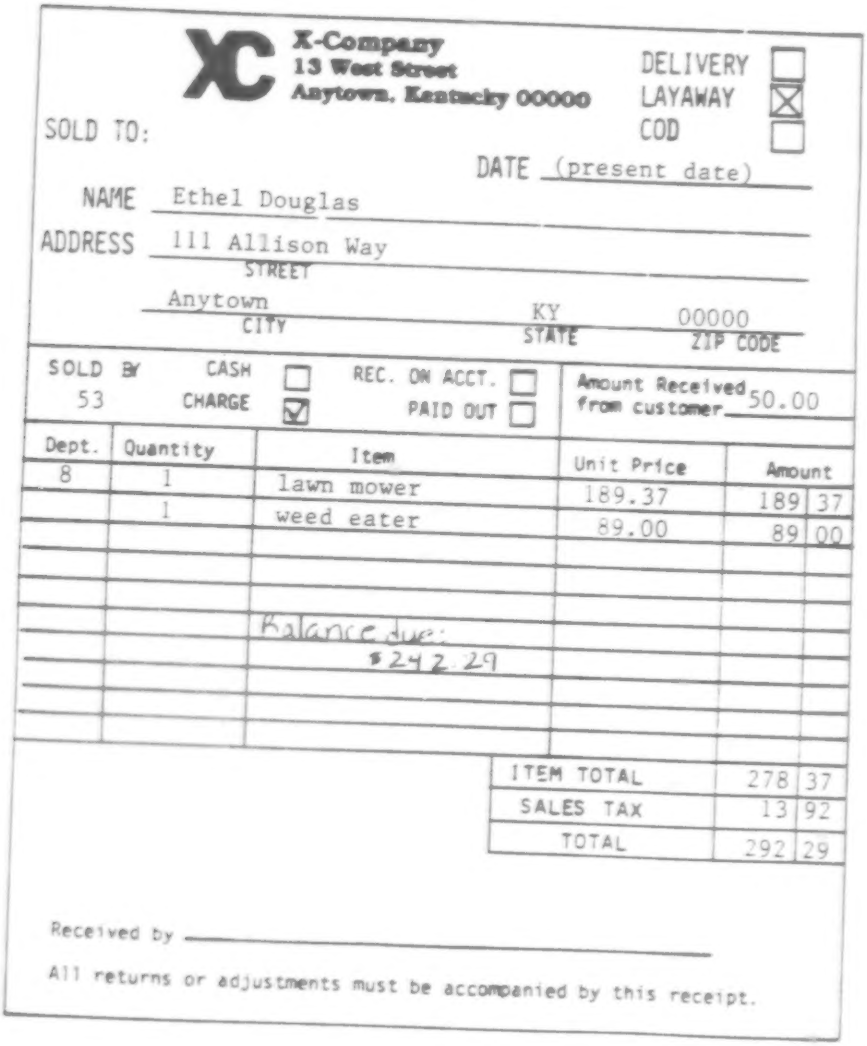
(Bob Jackson)
CARDHOLDER'S SIGNATURE

Date 5/17/83	Salesperson (your initials)	Auth.		**SALES SLIP**
Dept.	Description	Quan.	Price	Amount
33	electric razor	1	28.49	28.49
	toaster oven	1	36.95	36.95
	bacon cooker	1	19.49	19.49
	travel clocks	2	7.49	14.98
	serving tray	1	14.98	14.98
	fry cousin	1	18.49	18.49
Take	Send		SUB TOTAL	133.38
Address	19 River Rd.		Tax	6.67
Address	Waterfront, KY 40602		TOTAL	140.05

Student Self-Check V

PROCESSING LAY-AWAY SALES

ANSWERS:



X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☒
COD ☐

SOLD TO:

DATE (present date)

NAME Ethel Douglas

ADDRESS 111 Allison Way
STREET

Anytown
CITY

KY
STATE

00000
ZIP CODE

SOLD BY 53

CASH ☐
CHARGE ☑

REC. ON ACCT. ☐
PAID OUT ☐

Amount Received from customer 50.00

Dept.	Quantity	Item	Unit Price	Amount	
8	1	lawn mower	189.37	189	37
	1	weed eater	89.00	89	00
		Balance due:			
		$242.29			

ITEM TOTAL	278	37
SALES TAX	13	92
TOTAL	292	29

Received by ____________________

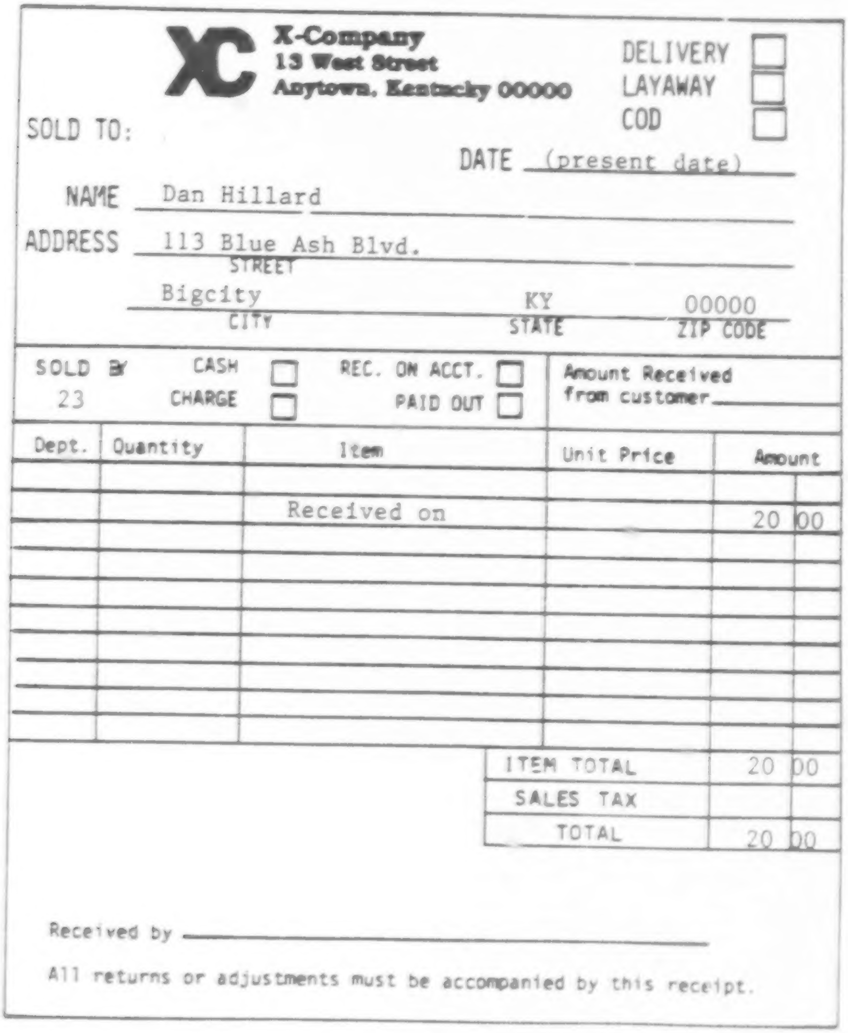
All returns or adjustments must be accompanied by this receipt.

Answer Key for Learning Activity #19

Student Self-Check VI

RECORDING PAYMENTS-ON-ACCOUNT

ANSWERS:



X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO:

DATE (present date)

NAME Dan Hillard

ADDRESS 113 Blue Ash Blvd.
STREET

Bigcity KY 00000
CITY STATE ZIP CODE

SOLD BY 23	CASH ☐ CHARGE ☐	REC. ON ACCT. ☐ PAID OUT ☐	Amount Received from customer

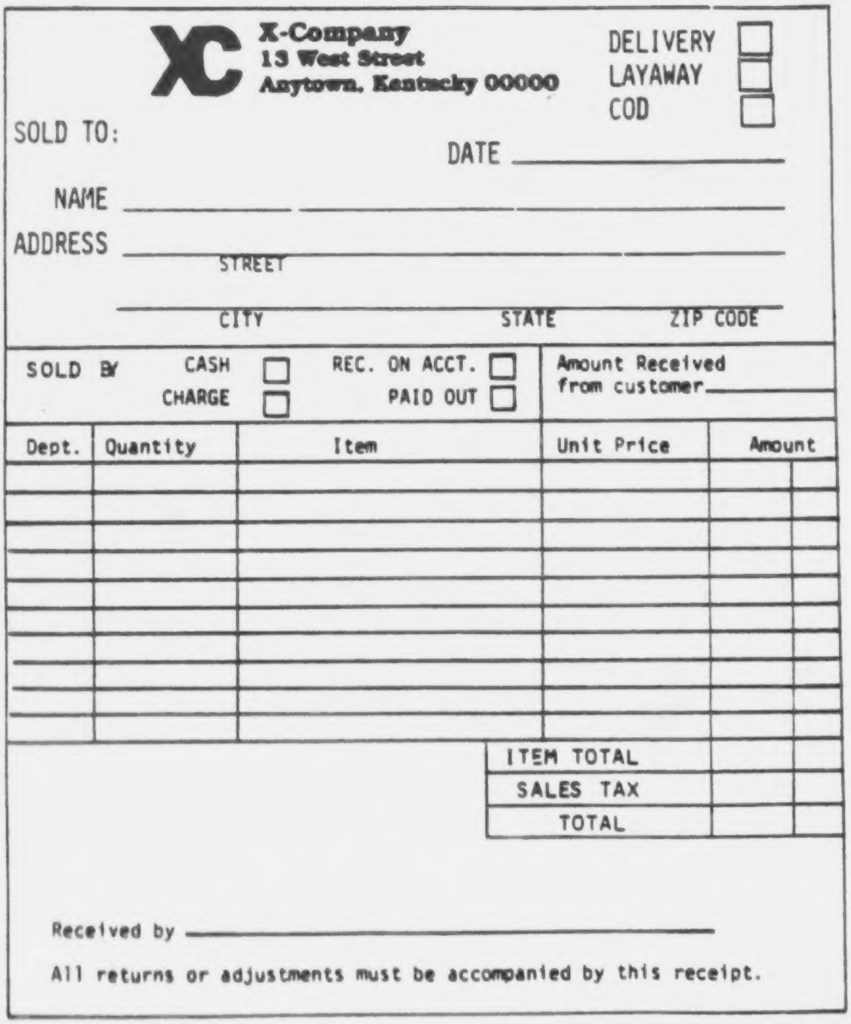
Dept.	Quantity	Item	Unit Price	Amount
		Received on		20 00

ITEM TOTAL	20 00
SALES TAX	
TOTAL	20 00

Received by ____________________

All returns or adjustments must be accompanied by this receipt.

Sales Ticket



X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO:

DATE ____________

NAME ____________ ____________

ADDRESS ____________
STREET

____
CITY STATE ZIP CODE

SOLD BY CASH ☐ CHARGE ☐ REC. ON ACCT. ☐ PAID OUT ☐

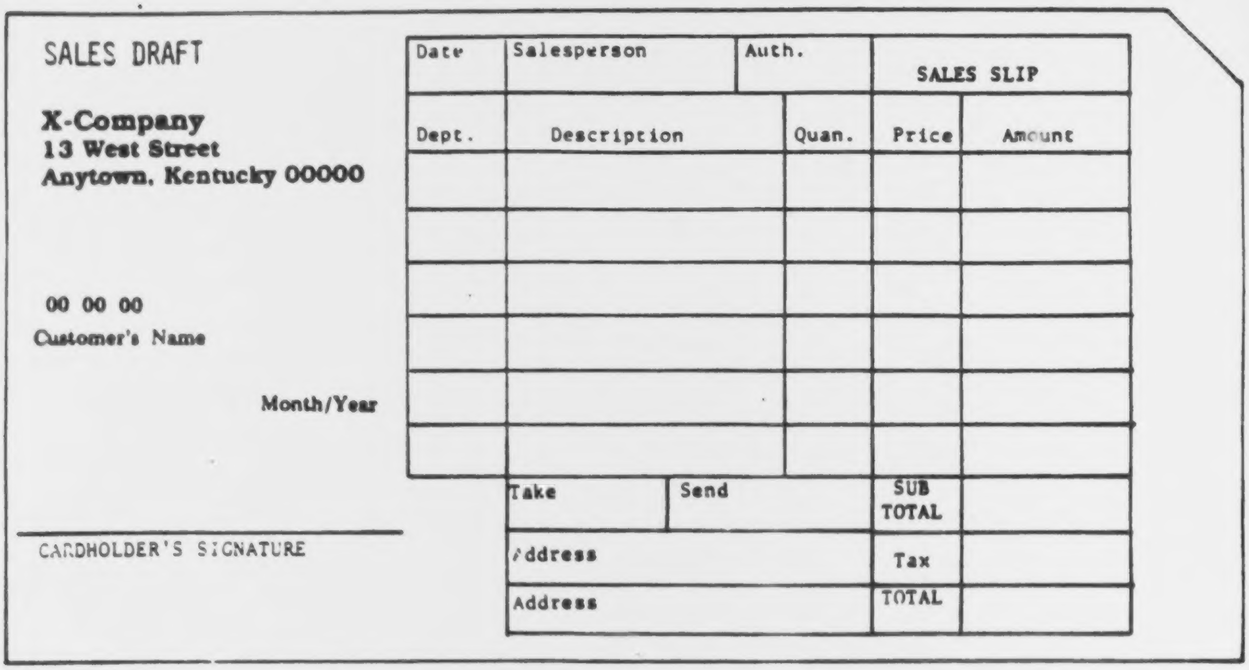
Amount Received from customer ____________

Dept.	Quantity	Item	Unit Price	Amount	
			ITEM TOTAL		
			SALES TAX		
			TOTAL		

Received by ____________

All returns or adjustments must be accompanied by this receipt.

Charge Card Sales Draft



SALES DRAFT

X-Company
13 West Street
Anytown, Kentucky 00000

00 00 00
Customer's Name

Month/Year

CARDHOLDER'S SIGNATURE

Date	Salesperson	Auth.	**SALES SLIP**	
Dept.	Description	Quan.	Price	Amount
	Take	Send	SUB TOTAL	
	Address		Tax	
	Address		TOTAL	

Instructor's Final Checklist

PREPARING AND WRITING A SALES TICKET

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When preparing and writing a sales ticket, the student:	Fully Accomplished	Not Accomplished	Not Applicable
--Included all data concerning the customer	☐	☐	☐
--Checked the appropriate transaction box	☐	☐	☐
--Included appropriate data concerning description of the transaction	☐	☐	☐
--Accurately performed each mathematical calculation	☐	☐	☐
--Had customer sign appropriate sales tickets	☐	☐	☐
--Initiated the tickets	☐	☐	☐
--Wrote each entry neatly and accurately	☐	☐	☐
--Spelled each entry correctly	☐	☐	☐
--Dated the sales tickets	☐	☐	☐
--Wrote an itemized list of merchandise when appropriate.	☐	☐	☐
--Calculated a subtotal of taxable merchandise when appropriate	☐	☐	☐
--Calculated applicable tax when appropriate	☐	☐	☐
--Added taxable and non-taxable items when appropriate	☐	☐	☐

PREPARE BILLS OF LADING

OBJECTIVE

Provided a blank bill of lading and information needed to complete a short form bill of lading, prepare and write a bill of lading. The bill of lading should be neat, easy to read, and with no errors in mathematical computations.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize that bills of lading must be accurately and completely filled out if a clear communication line is to be maintained between the parties involved.
--The students will realize that the transaction is not complete until the document has been written.
--The students will realize that bills of lading are important in the operation of the businesses involved.
--The students will realize that by being accurate in preparing a bill of lading, future problems can be avoided.
--The students will realize that bills of lading should be filled out completely, legibly, and accurately.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. BILL OF LADING	1
II. READING A BILL OF LADING	3
Student Self-Check	
I. BILL OF LADING	2
II. PREPARING BILLS OF LADING	6
Instructor's Final Checklist	
PREPARING BILLS OF LADING	7

CHECK-OUT ACTIVITY

Your instructor will provide bills of lading and information necessary to prepare a short form bill of lading. Prepare and write a bill of lading.

PREPARING A BILL OF LADING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss definition of terms with the students. Emphasize: --Consignee --Consignor --Carrier --Commodity --Bill of lading	Instruction Sheet I, BILLS OF LADING	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, READING A BILL OF LADING	
4	Discuss and demonstrate the parts of a bill of lading. Emphasize: --Neatness --Accuracy --Spelling --Required information --Avoiding mathematical errors	Transparency film Bills of lading Overhead projector (A master copy of bills of lading are included in this section of the manual.)	
5	Develop information necessary for students to prepare a bill of lading --Use the Instructor's Final Checklist to evaluate each completed bill of lading. --Students may need some help in calculating bushels of grain.	Blank bills of lading Information to prepare a bill of lading (A Master copy is provided in this section of the manual.)	
6	Student Self-Check II	--An Answer Key is provided in this section of the manual.	

PREPARING A BILL OF LADING, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Use the Instructor's Final Checklist to evaluate each student's performance.	--Copies of blank bills of lading (A Master Copy is provided in this section of the manual.) --Information to prepare a bill of lading --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Answer Key for Learning Activity #2

Student Self-Check I

BILL OF LADING

ANSWERS

1. True
2. Motor freight, air cargo, railway freight, vessels
3. Carrier or transportation company
4. Uniform Straight Bill of Lading
   Short Form Uniform Straight Bill of Lading
5. The contractual terms are not printed on the reverse side of the "short form."
6. Facilitates easy access to the applicable bill of lading
7. Copy Number 1, the original consignee
   Copy Number 2, the original carrier
   Copy Number 3, the original consignor
8. False
9. False
10. A document to show all the information a carrier must have to forward the goods.

Student Self-Check II

PREPARING BILLS OF LADING

ANSWERS

#1

GROSS LBS:	63,000	FOR OFFICE USE ONLY
TARE LBS:	28,000	
NET LBS:	35,000	

Central Grain Elevator
Bigtown, Kentucky

DATE: 15 June

NO: — A-851

TRUCK LADING

TRUCKER T & B Trucking	TRUCKER LIC. NO.		
COMMODITY Yellow corn	DESTINATION Acme Grain Cooperative, Smalltown, Kentucky		
LOADED BY: J. W. Smith	BUSHELS 500		
TRUCKER SIGNATURE: Red Sears	SIGNED FOR AS BEING RECEIVED:		DATE

REMARKS:

OUT TURN NO.	CUSTOMER NO.	GRADE: TW ORIGIN	MOIST	DMG	FM	OTH
	9-008	54	10.0	3	1	

BILL OF LADING-ORIGINAL

Student Self-Check II, (page 2)

ANSWERS

#2

GROSS LBS: 72,000

TARE LBS: 32,000

FOR OFFICE USE

NET LBS: 40,000

South West Grain Cooperative
Anytown, Kentucky

DATE: 1 December

NO: — 98761

TRUCK LADING

TRUCKER Tri County Express Company	TRUCKER LIC. NO.
COMMODITY Corn	DESTINATION Portcity Grain Exports, Inc. Portcity, Mississippi
LOADED BY:	BUSHELS 714.28
TRUCKER SIGNATURE: E. B. Jones	SIGNED FOR AS BEING RECEIVED: / DATE

REMARKS:

OUT TURN NO.	CUSTOMER NO.	GRADE: TW ORIGIN	MOIST	DMG	FM	OTH
	BA-981	60	12.1	5	2	

BILL OF LADING-ORIGINAL

Check-Out Activity Sheet

PREPARING BILLS OF LADING

ANSWERS

Check to see if your answers are correct according to the procedures established by your instructor.

Check-Out Activity

This form may be used to perform the requirements of the Check-Out Activity in this module.

GROSS LBS:

TARE LBS:

NET LBS:

FOR OFFICE USE ONLY

DATE:

NO: –

TRUCK LADING

TRUCKER	TRUCKER LIC. NO.
COMMODITY	DESTINATION
LOADED BY:	BUSHELS

TRUCKER SIGNATURE:	SIGNED FOR AS BEING RECEIVED:	DATE

REMARKS:

OUT TURN NO.	CUSTOMER NO.	GRADE: TW ORIGIN	MOIST	DMG	FM	OTH

BILL OF LADING-ORIGINAL

Instructor's Final Checklist

PREPARING A BILL OF LADING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When preparing a bill of lading, the student:	Fully Accomplished	Not Accomplished	Not Applicable
--Included all required data	[ ]	[ ]	[ ]
--Accurately performed each mathematical calculation	[ ]	[ ]	[ ]
--Wrote each entry neatly and accurately	[ ]	[ ]	[ ]
--Spelled each entry correctly	[ ]	[ ]	[ ]
--Dated the bill of lading	[ ]	[ ]	[ ]
--Correctly listed the carrier and consignee	[ ]	[ ]	[ ]
--Correctly listed the consignee order number and the consignor order number	[ ]	[ ]	[ ]
--Accurately wrote the destination	[ ]	[ ]	[ ]
--Signed and/or initialed as required	[ ]	[ ]	[ ]

PREPARE BILLS OF LADING

OBJECTIVE

Provided a blank bill of lading and information needed to complete a short form bill of lading, prepare and write a bill of lading. The bill of lading should be neat, easy to read, and with no errors in mathematical computations.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize that bills of lading must be accurately and completely filled out if a clear communication line is to be maintained between the parties involved.
--The students will realize that the transaction is not complete until the document has been written.
--The students will realize that bills of lading are important in the operation of the businesses involved.
--The students will realize that by being accurate in preparing a bill of lading, future problems can be avoided.
--The students will realize that bills of lading should be filled out completely, legibly, and accurately.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. BILL OF LADING	1
II. READING A BILL OF LADING	3
Student Self-Check	
I. BILL OF LADING	2
II. PREPARING BILLS OF LADING	6
Instructor's Final Checklist	
PREPARING BILLS OF LADING	7

CHECK-OUT ACTIVITY

Your instructor will provide bills of lading and information necessary to prepare a short form bill of lading. Prepare and write a bill of lading.

PREPARING A BILL OF LADING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss definition of terms with the students. Emphasize: --Consignee --Consignor --Carrier --Commodity --Bill of lading	Instruction Sheet I, BILLS OF LADING	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, READING A BILL OF LADING	
4	Discuss and demonstrate the parts of a bill of lading. Emphasize: --Neatness --Accuracy --Spelling --Required information --Avoiding mathematical errors	Transparency film Bills of lading Overhead projector (A master copy of bills of lading are included in this section of the manual.)	
5	Develop information necessary for students to prepare a bill of lading --Use the Instructor's Final Checklist to evaluate each completed bill of lading. --Students may need some help in calculating bushels of grain.	Blank bills of lading Information to prepare a bill of lading (A Master copy is provided in this section of the manual.)	
6	Student Self-Check II	--An Answer Key is provided in this section of the manual.	

PREPARING A BILL OF LADING, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Use the Instructor's Final Checklist to evaluate each student's performance.	--Copies of blank bills of lading (A Master Copy is provided in this section of the manual.) --Information to prepare a bill of lading --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

BILL OF LADING

ANSWERS

1. True
2. Motor freight, air cargo, railway freight, vessels
3. Carrier or transportation company
4. Uniform Straight Bill of Lading
   Short Form Uniform Straight Bill of Lading
5. The contractual terms are not printed on the reverse side of the "short form."
6. Facilitates easy access to the applicable bill of lading
7. Copy Number 1, the original consignee
   Copy Number 2, the original carrier
   Copy Number 3, the original consignor
8. False
9. False
10. A document to show all the information a carrier must have to forward the goods.

Student Self-Check II

PREPARING BILLS OF LADING

ANSWERS

#1

GROSS LBS:	63,000	FOR OFFICE USE ONLY
TARE LBS:	26,000	
NET LBS:	35,000	

Central Grain Elevator
Bigtown, Kentucky

DATE: 15 June

NO: — A-851

TRUCK LADING

TRUCKER T & B Trucking	TRUCKER LIC. NO.
COMMODITY Yellow corn	DESTINATION Acme Grain Cooperative, Smalltown, Kentucky
LOADED BY: J. W. Smith	BUSHELS 500
TRUCKER SIGNATURE: Red Sears	SIGNED FOR AS BEING RECEIVED:

REMARKS:

OUT TURN NO.	CUSTOMER NO.	GRADE: TW ORIGIN	MOIST	DMG	FM	OTH
	9-008	54	10.0	3	1	

BILL OF LADING-ORIGINAL

Student Self-Check II, (page 2)

ANSWERS

#2

GROSS LBS: 72,000

TARE LBS: 32,000

NET LBS: 40,000

FOR OFFICE USE

South West Grain Cooperative
Anytown, Kentucky

DATE: 1 December

NO: — 98761

TRUCK LADING

TRUCKER Tri County Express Company	TRUCKER LIC. NO.
COMMODITY Corn	DESTINATION Porteity Grain Exports, Inc. Porteity, Mississippi
LOADED BY:	BUSHELS 714.28

TRUCKER SIGNATURE: E. B. Jones	SIGNED FOR AS BEING RECEIVED:	DATE

REMARKS:

OUT TURN NO.	CUSTOMER NO.	GRADE: TW ORIGIN	MOIST	DMG	FM	OTH
	BA-981	60	12.1	5	2	

BILL OF LADING-ORIGINAL

Answer Key for Learning Activity #7

Check-Out Activity Sheet

PREPARING BILLS OF LADING

ANSWERS

Check to see if your answers are correct according to the procedures established by your instructor.

Check-Out Activity

This form may be used to perform the requirements of the Check-Out Activity in this module.

GROSS LBS:

FOR OFFICE USE ONLY

TARE LBS:

NET LBS:

DATE:

NO: –

TRUCK LADING	TRUCKER	TRUCKER LIC. NO.	
	COMMODITY	DESTINATION	
	LOADED BY:	BUSHELS	
	TRUCKER SIGNATURE:	SIGNED FOR AS BEING RECEIVED:	DATE

REMARKS:

OUT TURN NO.	CUSTOMER NO.	GRADE: TW ORIGIN	MOIST	DMG	FM	OTH

BILL OF LADING-ORIGINAL

Instructor's Final Checklist

PREPARING A BILL OF LADING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When preparing a bill of lading, the student:	Fully Accomplished	Not Accomplished	Not Applicable
--Included all required data	☐	☐	☐
--Accurately performed each mathematical calculation . . .	☐	☐	☐
--Wrote each entry neatly and accurately	☐	☐	☐
--Spelled each entry correctly	☐	☐	☐
--Dated the bill of lading	☐	☐	☐
--Correctly listed the carrier and consignee	☐	☐	☐
--Correctly listed the consignee order number and the consignor order number	☐	☐	☐
--Accurately wrote the destination	☐	☐	☐
--Signed and/or initialed as required	☐	☐	☐

PREPARING PURCHASE ORDERS

OBJECTIVE

Given purchasing information, including vendor and date, fill out a purchase order. The completed form must be without error.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly preparing purchase orders.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. PREPARING PURCHASE ORDERS	1
Student Self-Check	
I. PREPARING PURCHASE ORDERS	2
Instructor's Final Checklist	
PREPARING PURCHASE ORDERS	3

CHECK-OUT ACTIVITY

Your instructor will provide a purchase order form and purchasing information. Complete the form.

PREPARING PURCHASE ORDERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, PREPARING PURCHASE ORDERS	
2	Student Self-Check I Provide students with the blank purchase order form included in this section of the manual.	--An Answer Key is provided in this section of the manual.	
3	Provide a blank purchase order form and purchasing information. The sample copy and information is included on the Check-Out Activity Sheet. Use the Instructor's Final Checklist to check each student's performance.	--Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.) --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

PREPARING PURCHASE ORDERS

ANSWERS

sports world
of Kentucky
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Purchase Order P-101
Requisition No. 399

TO: Elam's Tennis World
132 Shot Street,
Shepherdsville, Kentucky 40165

Date 5/1/88	Item Needed By 5/21/88	Terms n/30	Ship Via Railway Express	Louisville F.O.B.

Quantity	Stock No.	Description	Unit Price
4 doz. cans	TB 412	Yellow Tennis Balls	$2.50 per can

Check-Out Activity Sheet

PREPARING PURCHASE ORDERS

Directions: Prepare a purchase order using the following information:

TO: XYZ Wholesale Hardware, Inc.
6323 Brandon Highway
Louisville, KY 46543

Purchase Order Number: 28
Requisition No.: 486
Date: October 18, 1989
Date Items Needed: November 1, 1989
Terms: Net 30 days
Ship Via: United Parcel
F.O.B.: Lexington
Items Needed: 18 True Temper Round Nosed Shovels
6 True Temper Double Bladed Axes
2 Hudson 3 gal. Sprayers
Stock Numbers: TT321
TT436
H027
Description: See Items Needed
Unit Prices: Shovels $12.36
Axes $11.81
Sprayers$18.59

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Purchase Order P-101
Requisition No.

TO:

Date	Item Needed By	Terms	Ship Via	F.O.B.

Quantity	Stock No.	Description	Unit Price

Check-Out Activity Sheet

PREPARING PURCHASE ORDERS

ANSWERS

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Purchase Order P-101
Requisition No. 486

TO: XYZ Wholesale Hardware, Inc.
6323 Brandon Highway
Louisville, Kentucky 40543

Date 10/18/89	Item Needed By 11/1/89	Terms n/30	Ship Via United Parcel	F.O.B. Lexington

Quantity	Stock No.	Description	Unit Price
18	TT 321	True Temper Round Nosed Shovels	$12.35
6	TT 436	True Temper Double Bladed Axes	11.81
2	H 027	Hudson 3 gal. Sprayers	18.59

Instructor's Final Checklist

PREPARING PURCHASE ORDERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a purchase order the student correctly filled out the:

	Fully Accomplished	Not Accomplished	Not Applicable
Correct date	☐	☐	☐
Requisition number	☐	☐	☐
Name and address of supplier	☐	☐	☐
Terms of purchase	☐	☐	☐
Method of shipment and F.O.B.	☐	☐	☐
Quantity	☐	☐	☐
Stock number and description of merchandise	☐	☐	☐
Unit price of merchandise	☐	☐	☐

PREPARING BANK DEPOSIT FORMS

OBJECTIVE

Given a sample check made to you, a deposit slip, and a checkbook register, prepare a bank deposit and balance the checkbook register.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly preparing bank deposit forms.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. PREPARING BANK DEPOSIT FORMS	1
Student Self-Check	
I. PREPARING BANK DEPOSIT FORMS	2
Instructor's Final Checklist	
PREPARING BANK DEPOSIT FORMS	3

CHECK-OUT ACTIVITY

Your instructor will provide a sample check, a deposit slip, and a check register. Endorse the check, fill out the deposit slip, and fill out the check register.

PREPARING BANK DEPOSIT FORMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, PREPARING BANK DEPOSIT FORMS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	 Use the Instructor's Final Checklist to check each student's performance.	Provide each student with a sample check, deposit form, and check register. (Master copies of each and instructions for completing them are provided in this section of the manual.) --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

PREPARING BANK DEPOSIT FORMS

ANSWERS

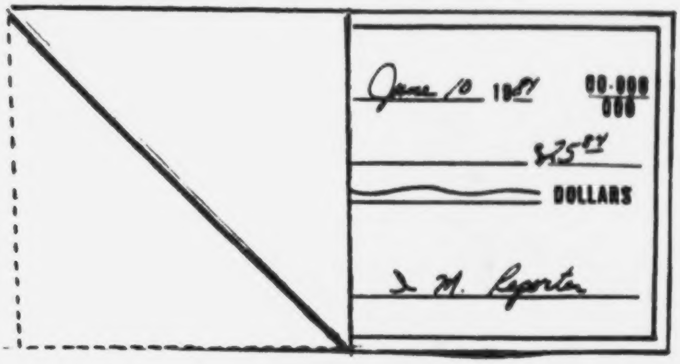
1. True
2. True
3. False
4. True
5. False
6. False

Check-Out Activity Sheet

PREPARING BANK DEPOSIT FORMS

Directions: Complete each of the forms below with the information provided. Give your completed forms to your instructor for evaluation.

Below is a check written to you. Endorse check with your name. Check is dated and to be deposited June 10, from I.M. Reporter, for the amount of $25.84. Complete deposit slip and check register.



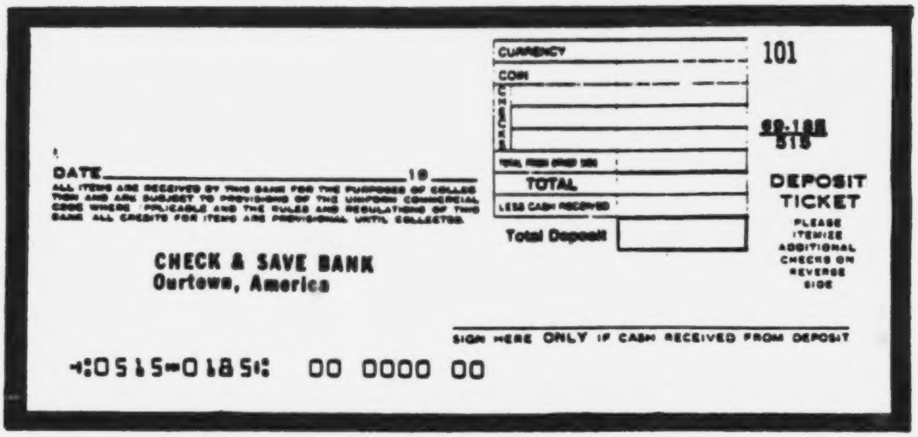
June 10 19 84

00-000
000

$25.84

DOLLARS

I. M. Reporter



DATE ____________ 19 ____

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CHECK & SAVE BANK
Ourtown, America

CURRENCY	
COIN	
CHECKS	
TOTAL FROM OTHER SIDE	
TOTAL	
LESS CASH RECEIVED	
Total Deposit	

101

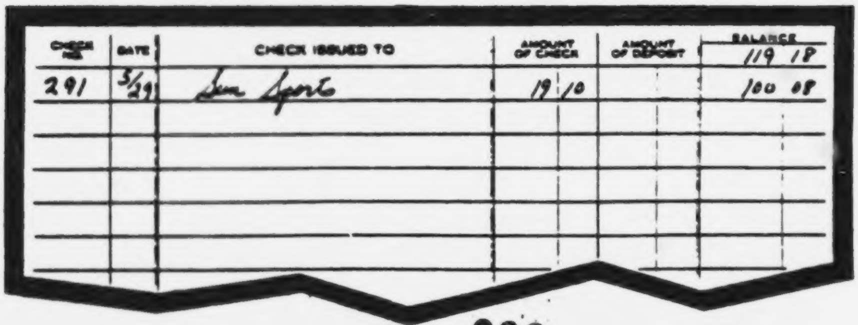
00-185
515

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

⑆0515⑉0185⑆ 00 0000 00

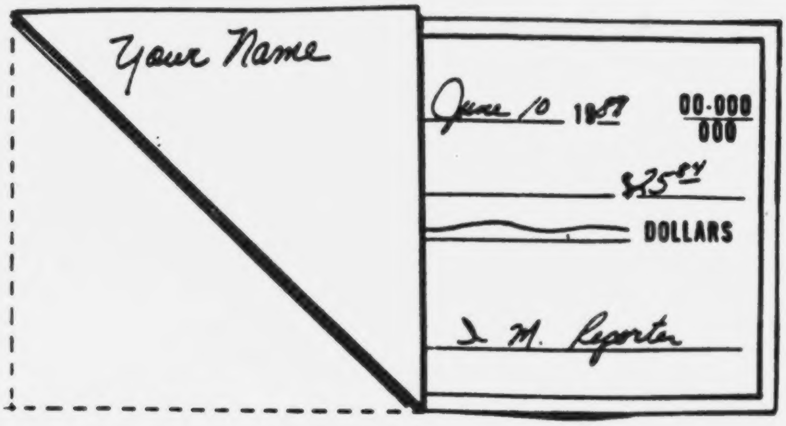


CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	AMOUNT OF DEPOSIT	BALANCE
					119 18
291	5/29	Sun Sports	19 10		100 08

Check-Out Activity Sheet

PREPARING BANK DEPOSIT FORMS

ANSWERS



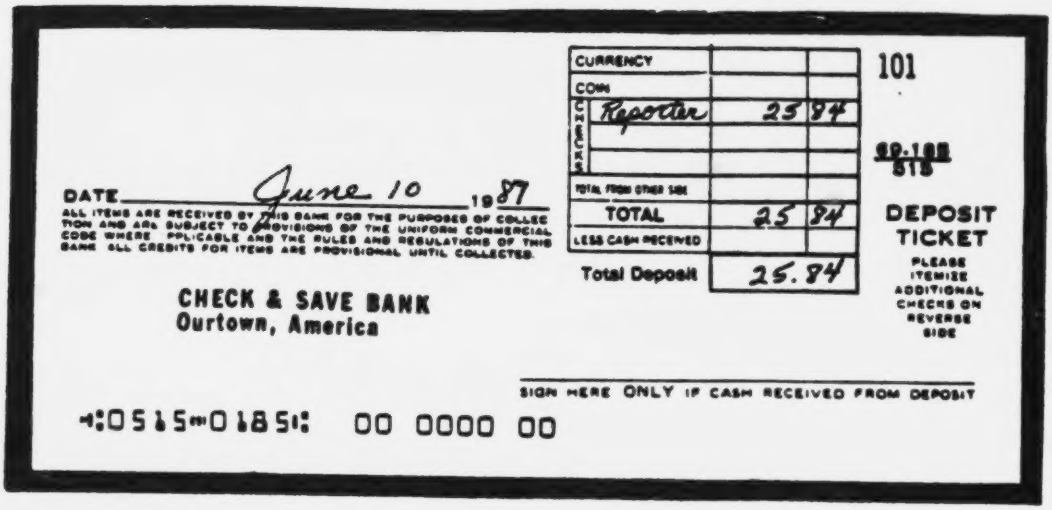
Your Name

June 10 1987 00-000/000

$25.84

DOLLARS

I. M. Reporter



CURRENCY		
COIN		
CHECKS	Reporter	25 84
TOTAL FROM OTHER SIDE		
TOTAL		25 84
LESS CASH RECEIVED		
Total Deposit		25.84

101

60-185/515

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

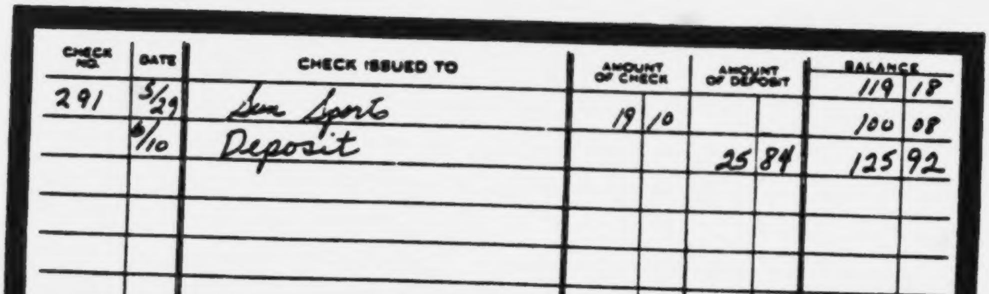
DATE June 10 1987

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CHECK & SAVE BANK
Ourtown, America

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

⑆0515⑈0185⑆ 00 0000 00



CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		AMOUNT OF DEPOSIT		BALANCE	
							119	18
291	5/29	Sun Sports	19	10			100	08
	6/10	Deposit			25	84	125	92

Instructor's Final Checklist

PREPARING BANK DEPOSIT FORMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When making a deposit, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
a. Endorsed the check properly	☐	☐	☐
b. Filled out the deposit slip with the following information:			
--today's date	☐	☐	☐
--the check source and the amount	☐	☐	☐
--the correct total	☐	☐	☐
c. Recorded the deposit in the checkbook register with the following information:			
--today's date	☐	☐	☐
--the correct amount of deposit	☐	☐	☐
--the correct balance	☐	☐	☐

SETTING UP CUSTOMER FILES

OBJECTIVE

Given a test about setting up customer files, complete the test with at least 80% accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of setting up customer files.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. SETTING UP CUSTOMER FILES	1
Student Self-Check	
I. SETTING UP CUSTOMER FILES	2
Instructor's Final Checklist	
SETTING UP CUSTOMER FILES	4

CHECK-OUT ACTIVITY

Your instructor will provide a test about setting up customer files. Complete the test.

SETTING UP CUSTOMER FILES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, SETTING UP CUSTOMER FILES	
2	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
3	Demonstrate how to set up a customer file.	Cards, address labels, or a computer	
4	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

SETTING UP CUSTOMER FILES

ANSWERS

1. True
2. True
3. True
4. True
5. True

Check-Out Activity Sheet

SETTING UP CUSTOMER FILES

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) A customer file usually includes information about the customer such as address.
2. (True or False) A computer is required for keeping customer files.
3. (True or False) The computer can be used to sort customers names by such things as what a farmer raises.
4. (True or False) Specific information directly mailed to a customer who has interest in the product is more likely to be read.
5. (True or False) Names for a customer file can be taken off sales tickets.

Check-Out Activity Sheet

SETTING UP CUSTOMER FILES

ANSWERS

1. True
2. False
3. True
4. True
5. True

Instructor's Final Checklist

SETTING UP CUSTOMER FILES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about setting up customer files	[ ]	[ ]	[ ]

PREPARING MONTHLY BILLS

OBJECTIVE

Provided a monthly bill form and a customer ledger account for a month, prepare a monthly bill. The balance on the monthly bill must equal the balance of the ledger account.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly preparing monthly bills.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. CUSTOMER'S LEDGER ACCOUNTS	1
II. PREPARING MONTHLY BILLS	3
Student Self-Check	
I. COMPUTING ACCOUNT BALANCES	2
II. PREPARING MONTHLY BILLS	4
Instructor's Final Checklist	
PREPARING MONTHLY BILLS	5

CHECK-OUT ACTIVITY

Your instructor will provide a monthly bill form and a customer's ledger account. Balance the ledger account and prepare a monthly bill.

PREPARING MONTHLY BILLS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, CUSTOMER'S LEDGER ACCOUNTS	
2	Student Self-Check I A worksheet is included.	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, PREPARING MONTHLY BILLS	
4	Student Self-Check II Each student needs 3 copies of blank bill forms included in this section of the manual.	--An Answer Key is provided in this section of the manual.	
5	Use the Instructor's Final Checklist to evaluate each student's performance. Provide an account ledger for students to balance and a monthly bill form to complete.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I , Worksheet

COMPUTING ACCOUNT BALANCES

Directions: Compute the balances for the three accounts listed below after each entry. Check to see if your answers are correct according to the procedure established by your instructor. Your instructor will provide a form.

NAME Linda Schultz ACCOUNT NO 207

ADDRESS 406 Hillview Drive, Shelbyville, Ky 40065

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			79 00
	3		Rec 411		20 00	
	10		SI 154	9 00		
	24		SI 203	14 00		

NAME Randy Wells ACCOUNT NO 164

ADDRESS 219 S. First Street, Frankfort, Ky 40601

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	10		SI 163	56 00		
	14		CM 37		56 00	
	29		SI 251	47 00		

Assume starting balance of zero.

NAME Linda Dunsmore ACCOUNT NO 253

ADDRESS 342 Lafayette Blvd, Lexington, Ky 40503

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			99 00
	4		SI 105	10 00		
	11		Rec 525		25 00	
	30		Rec 816		30 00	

Student Self-Check I

PREPARING MONTHLY BILLS

ANSWERS

NAME Linda Schultz ACCOUNT NO 207

ADDRESS 406 Hillview Drive, Shelbyville, Ky 40065

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			79 00
	3		Rec 411		20 00	59 00
	10		SI 159	9 00		68 00
	24		SI 203	14 00		82 00

NAME Randy Wells ACCOUNT NO 164

ADDRESS 219 S. First Street, Frankfort, Ky 40601

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	10		SI 163	56 00		56 00
	14		CM 37		56 00	—
	29		SI 251	47 00		47 00

NAME Linda Dunsmore ACCOUNT NO 253

ADDRESS 342 Lafayette Blvd, Lexington, Ky 40503

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			99 00
	4		SI 105	10 00		109 00
	11		Rec 525		25 00	84 00
	30		Rec 816		30 00	54 00

Student Self-Check II

Blank Monthly Bill Forms

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of

Student Self-Check II, (page 2)

Blank Monthly Bill Forms

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-788-1192

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-788-1192

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of

Student Self-Check II

PREPARING MONTHLY BILLS

ANSWERS

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-755-1192

Linda Schultz
406 Hillview Drive
Shelbyville, KY 40065

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of
Oct. 1	79.00				$ 79.00
3			20.00		59.00
10		9.00			68.00
24		14.00			82.00

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-755-1192

Randy Wells
219 S. First Street
Frankfort, Kentucky 40601

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of
Oct. 10		56.00			$ 56.00
14				56.00	--
29		47.00			47.00

Student Self-Check II, (page 2)

ANSWERS

T & B
HARDWARE, INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Linda Dunsmore
342 Lafayette Blvd.
Lexington, KY. 40503

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of
Oct. 1	99.00				$ 99.00
4		10.00			109.00
11			25.00		84.00
30			30.00		54.00

Check-Out Activity Sheet

PREPARING MONTHLY BILLS

Directions: Balance the ledger account below and then use it to complete the monthly bill form. Give your answers to your instructor for evaluation.

Ledger Account

NAME Linda Schultz ACCOUNT NO 207

ADDRESS 406 Hillview Drive, Shelbyville, Ky 40065

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			179 00
	3		Rc 411		100 00	
	10		SI 159	19 00		
	24		SI 203	24 00		

Monthly Bill Form

T & B
HARDWARE, INC.
1066 Cardinal Avenue
Frankfort, Kentucky 40601
502-768-1192

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of

Check-Out Activity Sheet

PREPARING MONTHLY BILLS

ANSWERS

NAME Linda Schultz **ACCOUNT NO** 207

ADDRESS 406 Hillview Drive, Shelbyville, Ky 40065

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			179 00
	3		Re 411		100 00	79 00
	10		SI 159	19 00		98 00
	24		SI 201	24 00		122 00

T & B
HARDWARE, INC.
1099 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Linda Schultz
406 Hillview Drive
Shelbyville, KY 40065

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of
Oct. 1	179.00				$ 179.00
3			100.00		79.00
10		19.00			98.00
24		24.00			122.00

Instructor's Final Checklist

PREPARING MONTHLY BILLS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In the process of preparing monthly bills, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
Wrote the customer's name and address in the appropriate space	☐	☐	☐
Entered the previous balance (if there was one) on the first line of each monthly bill	☐	☐	☐
Recorded each adjustment correctly and extended the new balance each time an adjustment was made	☐	☐	☐
Recorded the correct ending balance on each monthly bill	☐	☐	☐

BALANCE CASH DRAWER AGAINST REGISTER READING

OBJECTIVE

Provided cash register data and a cash register balance sheet, close out the cash register by filling out all necessary information on the balance sheet.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of accounting for every penny taken in as well as paid out by a business.

--Students will also realize that employees are responsible for accurately balancing their cash drawer against a register reading.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. READING AND RESETTING THE CASH REGISTER	1
II. PREPARING A CASH REGISTER BALANCE SHEET	3
Student Self-Check	
I. COMPLETING THE CASH REGISTER BALANCE SHEET	4
Instructor's Final Checklist	
COMPLETING THE CASH REGISTER BALANCE SHEET	6

CHECK-OUT ACTIVITY

Your instructor will provide information to prepare a cash register balance sheet. Balance the cash drawer against the register reading.

BALANCE CASH DRAWER AGAINST REGISTER READING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, READING AND RESETTING THE CASH REGISTER	
2	Assist students with the proper procedure to read and reset cash register.	--Equipment needed: Cash Register	
3		Instruction Sheet II, PREPARING THE CASH REGISTER BALANCE SHEET	
4	Student Self-Check I Have students study Instruction Sheet II. Discuss each part of the Cash Register Balance Sheet. Explain "Beginning Cash," (the cash put in the cash drawer at the beginning of the work day to be used for change). A written statement of the amount is put in the cash drawer Demonstrate how to figure "Cash Short" and "Cash Over." (The Total Cash in Drawer should equal Beginning Cash plus Sales Tickets. When the Cash in Drawer is less than the total Beginning Cash and Sales Tickets the cash is "Over" when there is more cash in Drawer than the total of Beginning Cash and Sales Tickets.) To add variety to this task, you may have students interview cashiers concerning their end-of-the-day cash reports, and let them report to the class.	--Copies of the cash register balance sheet. (One will be used for the check-out activity.) (Master copy is provided in this seciton of the manual.)	

BALANCE CASH DRAWER AGAINST REGISTER READING, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Set up work stations in the classroom. Provide each station with: (1) a cash drawer. Be sure to include a statement of Beginning Cash. (2) Sales tickets, and (3) a Cash Register Balance Sheet. Assign students to each work station, and have each group prepare a Cash Register Balance Sheet. (Some students can count coins, others can count bills, others can record the amounts, and others can figure totals.) OR You may prepare a problem similar to the one in Student Self-Check I and have each student prepare a Cash Register Balance Sheet. Use the Instructor's Final Checklist to evaluate each Cashier's Report.	Equipment and Supplies: --Cash drawer --Play money --Sales tickets --Statement of beginning cash --Cash Register Balance Sheet --Instructor's Final Checklist	
6	Use Instructor's Final Checklist to evaluate each student's performance.	--Copies of Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Cash drawer --Play money --Sales tickets --Statement of beginning cash --Cash register balance sheet	

Student Self-Check I

CASH REGISTER BALANCE SHEET

Store ____________

Date ____________
Time ____________
Employee ____________
Reg. No. ____________

Change Fund (Bank) ____________

Sales (Audit Tape) ____________

Gross Total ____________

LESS:

Voids ____________
Refunds ____________
Paid-Outs ____________
Credit Sales ____________

Total ____________

NET CASH REQUIRED ____________

Money (Denominations):

Coins

Pennies ____________ ____________
Nickels ____________ ____________
Dimes ____________ ____________
Quarters ____________ ____________
Halves ____________ ____________

Currency

$20 ____________ ____________
$10 ____________ ____________
$ 5 ____________ ____________
$ 1 ____________ ____________
Checks ____________ ____________

TOTAL CASH ON HAND ____________

CASH OVER/SHORT ____________
(Circle One)

(Student Signature)
____
Cashier's Signature

(Instructor's Signature)
____
Approved by

Student Self-Check I

CASH REGISTER BALANCE SHEET

Store 6

Date 6-30-85

Time 9 p.m.

Employee

Reg. No. 3

Change Fund (Bank)		$50.00
Sales (Audit Tape)		$615.15
Gross Total		$665.15
LESS:		
Voids	$10.50	
Refunds	$3.50	
Paid-Outs	$35.50	
Credit Sales	$75.50	$125.00
Total		$540.15
NET CASH REQUIRED		$540.15
Money (Denominations):		
Coins		
Pennies	55	$.55
Nickels	60	$3.00
Dimes	50	$5.00
Quarters	35	$8.75
Halves	3	$1.50
Currency		
$20	10	$200.00
$10	15	$150.00
$ 5	5	$25.00
$ 1	27	$27.00
Checks	$116.50	$116.50
TOTAL CASH ON HAND		$537.30
CASH OVER/[✓ SHORT] (Circle One)		$2.85

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved by

Student Self-Check I, (page 2)

CASH REGISTER BALANCE SHEET

Store 6

Date 6/28/85

Time 6 p.m.

Employee

Reg. No. 1

Change Fund (Bank)		$100.00
Sales (Audit Tape)		$1096.13
Gross Total		$1196.13
LESS:		
Voids	$4.75	
Refunds	$10.50	
Paid-Outs	$55.00	
Credit Sales	$65.75	
Total		$136.00
NET CASH REQUIRED		$1060.13
Money (Denominations):		
Coins		
Pennies	35	$.35
Nickels	16	$.80
Dimes	40	$4.00
Quarters	25	$6.25
Halves	5	$2.50
Currency		
$20	10	$200.00
$10	60	$600.00
$ 5	40	$200.00
$ 1	24	$24.00
Checks	$4.50, 7.75	$22.23
TOTAL CASH ON HAND	$9.98	$1060.13
CASH OVER/SHORT (Circle One)		

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved by

Check-Out Activity Sheet

INFORMATION FOR CASH REGISTER BALANCE SHEET

Directions: Using the information given below, fill out the Cash Register Balance Sheet provided by your instructor. When you have completed filling out the Cash Register Balance Sheet, give your answers to the instructor for evaluation.

Register No. 1
50 dimes
25 quarters
215 pennies
75 half dollars
122 nickels
Twelve $20 bills
Twenty-three $10 bills
Fifteen $5 bills
Thirty-two $1 bills
Change fund -- $200.00
Checks -- $15.79, $2.38, $51.95, $21.75, $8.33
Voids -- $10.71
Bottle Refunds -- $8.90
Coupons -- $5.10
Charge Sales -- $172.89
Sales from audit tape -- $731.63
Store No. 2
September 3, 1976, 9 p.m.

Check-Out Activity Sheet, (page 2)

CASH REGISTER BALANCE SHEET

Store ____________

Date ____________
Time ____________
Employee ____________
Reg. No. ____________

Change Fund (Bank) ____________

Sales (Audit Tape) ____________

Gross Total ____________

LESS:

Voids ____________
Refunds ____________
Paid-Outs ____________
Credit Sales ____________

Total ____________

NET CASH REQUIRED ____________

Money (Denominations):

Coins

Pennies ____________ ____________
Nickels ____________ ____________
Dimes ____________ ____________
Quarters ____________ ____________
Halves ____________ ____________

Currency

$20 ____________ ____________
$10 ____________ ____________
$ 5 ____________ ____________
$ 1 ____________ ____________
Checks ____________ ____________

TOTAL CASH ON HAND ____________

CASH OVER/SHORT
(Circle One) ____________

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved by

Check-Out Activity Sheet

COMPLETING THE CASH REGISTER BALANCE SHEET

CASH REGISTER BALANCE SHEET

Store 2

Date 9/3/76
Time 9 p.m.
Employee
Reg. No. 1

Change Fund (Bank)		$200.00
Sales (Audit Tape)		$731.63
Gross Total		$931.63
LESS:		
Voids	$10.71	
Refunds	$8.90	
Paid-Outs	$5.10	
Credit Sales	$172.89	
Total		$197.60
NET CASH REQUIRED		$734.03
Money (Denominations):		
Coins		
Pennies	215	$2.15
Nickels	122	$6.10
Dimes	50	$5.00
Quarters	25	$6.25
Halves	71	$37.50
Currency		
$20	12	$240.00
$10	23	$230.00
$ 5	15	$75.00
$ 1	32	$32.00
Checks	$15.79, 2.88, 51.95, 21.75, 8.33	$100.20
TOTAL CASH ON HAND		$734.20
CASH [✓ OVER] SHORT (Circle One)		$.17

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved by

Instructor's Final Checklist

COMPLETING THE CASH REGISTER BALANCE SHEET

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In completing a cash register balance sheet, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Recorded store name	☐	☐	☐
2. Recorded date and time register is closed out	☐	☐	☐
3. Recorded employee number or initials	☐	☐	☐
4. Recorded register number	☐	☐	☐
5. Recorded change fund	☐	☐	☐
6. Read the register by using the Read Key along with the department and transaction keys	☐	☐	☐
7. Recorded amount of sales from audit tape	☐	☐	☐
8. Calculated gross total	☐	☐	☐
9. Recorded voids, refunds, paid-outs, and credit sales	☐	☐	☐
10. Calculated subtotal of voids, refunds, paid-outs and credit sales	☐	☐	☐
11. Calculated net cash	☐	☐	☐
12. Recorded total amount of bills	☐	☐	☐
13. Recorded total amount of coins	☐	☐	☐
14. Recorded total amount of checks	☐	☐	☐
15. Calculated total of cash on hand	☐	☐	☐
16. Recorded shortage or overage	☐	☐	☐
17. Signed the form	☐	☐	☐
18. Obtained instructor's approval	☐	☐	☐

CHECK RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS

OBJECTIVE

Given a shipment of merchandise and a shipping invoice, check in items of merchandise. The recorded information should be accurate and all notes concerning visable damage should appear on the invoice.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that they must follow correct procedures when checking in merchandise.

--Students will realize that the checking in activities are important to the total business operation and must be performed safely, accurately, and with attention to detail.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. READING AN INVOICE	2
II. CHECKING IN ITEMS OF MERCHANDISE	4
Student Self-Check	
I. CHECKING IN ITEMS OF MERCHANDISE	1
II. THE INVOICE	3
III. CHECKING IN MERCHANDISE	6
Instructor's Final Checklist	
CHECK REQUIRED MERCHANDISE AGAINST INVOICE LISTINGS . . .	7

CHECK-OUT ACTIVITY

Your instructor will provide a shipment of merchandise and a shipping invoice. Check in the items of merchandise.

CHECK RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
	If the student does not have previous experience checking in merchandise plan a field trip to an agribusiness to observe employees checking in merchandise OR		
	Demonstrate for the class how to check in an order of merchandise. Follow this procedure:	An order of merchandise and a corresponding invoice Optional:	
	(1) Prepare a small order of merchandise. You may use any school supplies you have on hand. Include at least one damaged item. (2) Prepare a transparency of an invoice listing the items you are using; or draw the invoice on the chalkboard. Provide for discrepancies in invoice. (3) Demonstrate how to check in each item of merchandise, following the procedures listed in Instruction Sheet II.	Transparency Marking pen Overhead projector	
2	Have the class study the invoice in Instruction Sheet I. Discuss each part of the invoice.		

CHECKED RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Be sure that students understand "Unit Price," the price of one item listed. The "Total" is figured by multiplying the Unit price by the Quantity. OR Provide students with copies of actual invoices and ask them to locate the various parts of the invoice.	Instruction Sheet I, READING AN INVOICE Invoices Shipping invoices	
3	Student Self-Check II Discuss and demonstrate the importance of checking in items of merchandise. --quantity --quality --damage --accuracy	--An Answer Key is provided in this section of the manual.	
4	Have the class read Instruction Sheet II. Discuss each of the steps for checking in an order of merchandise.	Instruction Sheet II, CHECKING IN ITEMS OF MERCHANDISE	
5	Discuss and demonstrate how to check in items of merchandise following procedures listed in Instruction Sheet II.	--merchandise --invoice/shipping invoice	
6	Use the Instructor's Final Checklist to evaluate.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual).	

CHECKED RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS, (page 3)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
		--Copies of an invoice which you have prepared (A Master Copy of a blank invoice is provided in this section of the manual). --Merchandise to check in	

Student Self-Check I

CHECKING IN ITEMS OF MERCHANDISE

ANSWERS

1. ✓
2. ✓
3. ✓
4. ✓
5. ✓
6. ✓
7. ✓
8. ✓

Student Self-Check II

THE INVOICE

ANSWERS

5
6
7
8
11
12

Student Self-Check III

CHECKING IN MERCHANDISE

ANSWERS

(2) 1 rasp too many
(4) Incorrect shoe size
(6) 1 brooder light less
(9) 1 plastic nest egg less

Check-Out Activity Sheet

CHECK RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS

Directions: Your instructor will provide you with a shipment of merchandise and a copy of the shipping invoice. Check in the items of merchandise. When you have completed the assignment, give the shipping invoice to the instructor for evaluation.

Check-Out Activity Sheet, (page 2)

SCHOOL SUPPLIES
Central Tower
Waddle, KY 40061

Date: ____________________

Invoice Number: ________________

Purchase Order Number: ___________

Terms: ________________________

Sold To: ______________________
____
____
____

Ship To: ______________________
____
____
____

Quantity	Description	Unit Price	Total
GRAND TOTAL			

Shipped By: ____________________

Instructor's Final Checklist

CHECK RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When checking in the individual items of merchandise, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
Grouped merchandise according to receiving number/identification code	☐	☐	☐
Gathered necessary documents	☐	☐	☐
Located and opened container marked "packing slip enclosed"	☐	☐	☐
Safely opened containers	☐	☐	☐
Checked containers for proper packing or packaging	☐	☐	☐
Removed merchandise from containers	☐	☐	☐
Sorted merchandise by stock number	☐	☐	☐
Classified order	☐	☐	☐
Checked packing list/shipping invoice against original purchase order	☐	☐	☐
Checked merchandise for: quantity, quality, model, size, color, style, grade, freshness, and damage	☐	☐	☐
Worte the number of each item received on the invoice or purchase order	☐	☐	☐
Noted any discrepancies	☐	☐	☐
Signed or initialed appropriate documents	☐	☐	☐
Routed/moved merchandise and documents to marking dept.	☐	☐	☐
Disposed of waste	☐	☐	☐
Made note of damaged items and errors on invoice	☐	☐	☐
Discussed all discrepancies with supervisor and/or manager	☐	☐	☐

Check-Out Activity Sheet, (page 2)

SCHOOL SUPPLIES
Central Tower
Waddle, KY 40061

Date: ____________________

Invoice Number: ____________________

Purchase Order Number: ____________

Terms: ____________________

Sold To: ____________________
____
____
____

Ship To: ____________________
____
____
____

Quantity	Description	Unit Price	Total
GRAND TOTAL			

Shipped By: ____________________

Date Shipped: ____________________

Student Self-Check III

CHECKING IN MERCHANDISE

Directions: On a separate sheet of paper, note any errors using the invoice below and the list of merchandise on the following page. Check to see if your answers are correct according to the procedure established by your instructor.

SOLD TO: ABC Ag. Program
1 First St.
Schoolton, KY

INVOICE NO: 12345

DATE: 11 June 1987

DATE RECEIVED:

DATE SHIPPED: 12 June 1987

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
2 lbs.	CP1N	Horse shoe nails	2 lbs.	5.00	10.00
1	A23	Horse rasp	1	7.50	7.50
2	D02	Farrier Nipper	2	51.25	102.50
6 pairs	L19	Shoes/size 00	6 pairs	2.10	12.60
2	F66A	Portable thermostat	2	24.10	48.20
2	G10B	Brooder & utility light	6	6.90	13.80
1	H00	Flock feeder	1	26.13	26.13
2	W98A	Plastic 1 qt. jar fount	2	1.05	2.10
20	K16	Plastic nest eggs	20	.45	9.00
1	P71H	Wire egg basket	1	7.00	7.00

Received by: **Date:**

Invoice Total

Student Self-Check II

THE INVOICE

Directions: Look at the shipping invoice below and on a separate sheet of paper check ( ) the lines that you will be primarily concerned with when checking in items of merchandise. Check to see if your answers are correct according to the procedure established by your instructor.

INVOICE

1. T & B Farm Implement, Inc.

2. SOLD TO:

3. INVOICE NO:

4. DATE:

DATE RECEIVED:	DATE SHIPPED:

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
5.	6.	7.	8.	9.	10.

11. Received by:	12. Date:	Invoice Total 13.

BALANCING A CHECKBOOK

OBJECTIVE

Given a sample checkbook register and a bank statement, balance the checkbook and bank statement.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will appreciate the importance of properly balancing a checkbook.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. BALANCING A CHECKBOOK	1
Student Self-Check	
I. BALANCING A CHECKBOOK	2
Instructor's Final Checklist	
BALANCING A CHECKBOOK	3

CHECK-OUT ACTIVITY

Your instructor will provide a sample check register and bank statement. Reconcile the two using the back of the bank statement.

BALANCING A CHECKBOOK

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, BALANCING A CHECKBOOK	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Provide a sample checkbook register and bank statement. Have students balance checkbook (reconcile checkbook and statement.) The sample copies needed are included on the Check-Out Activity Sheet.	--Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	
	Use the Instructor's Final Checklist to evaluate each student's performance.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

BALANCING A CHECKBOOK

ANSWERS

1. So you know your balance.

2. After each deposit and withdrawal

3. Once a month

4. Any four of the following:
   - beginning balance
   - ending balance
   - deposits added
   - checks cleared
   - service charges
   - check printing
   - automatic withdrawals
   - electronic withdrawals

5. Check register

6. Outstanding

Check-Out Activity Sheet

BALANCING A CHECKBOOK

Directions: Use the checkbook register on this page and the bank statement on the next page to reconcile the register and statement. Use the form on the third page to balance the register and bank statement.

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		AMOUNT OF DEPOSIT		BALANCE
							328.63
216	4/5	Roy Lee Jewelers	35	17			293.46
217	4/6	Kopy Kraft Supplies	14	59			278.87
	4/10	Deposit			75	00	353.87
218	4/10	Heel & Toe Dance Studio	10	00			343.87
219	4/12	Hometown Drug Store	15	00			328.87
220	4/17	Quality Dry Cleaners	6	50			322.37
	4/24	Deposit			100	00	422.37
221	4/30	Kentucky Water Company	15	00			407.37

Check-Out Activity Sheet, (page 2)

BANK STATEMENT

NEWPORT NATIONAL BANK
NEWPORT, KENTUCKY 41071

SAMPLE-VOID

I.M. REPORTER
A Street
Your Town, KY. 40000

27 243 2
ACCOUNT NUMBER

DATE OF STATEMENT
4-30-81

BALANCE FROM LAST STATEMENT	NUMBER DEBITS	AMOUNT OF CHECKS AND DEBITS	NO. CRS.	AMOUNT OF DEPOSITS AND CREDITS	SERVICE CHARGE	STATEMENT BALANCE
$328.63	4	$71.26	2	$175.00		$432.37

DATE	CHECKS - DEBITS	CHECKS - DEBITS	DEPOSITS - CREDITS	BALANCE
4- 7	35.17	14.59		278.87
4-10			75.00	353.87
4-14	15.00			338.87
4-19	6.50			332.37
4-24			100.00	432.37

OUR HOURS ARE FOR YOU. AT THE MAIN OFFICE WE'RE THERE TO SERVE YOU MON-THURS 9-2PM, FRI 9-8PM. 810 MONMOUTH OR CALL 261-5922.

CC = CERTIFIED CHECK
SC = SERVICE CHARGE
DM = DEBIT MEMO
CM = CREDIT MEMO
LS = LIST CHECKS
— = OVERDRAFT
RT = RETURN CHECK
DC = DEPOSIT CORR.
EC = ERROR CORR.
AD = AUTHORIZED DEDUCTION

Check Out Activity Sheet, (page 3)

Account Reconciliation

Checks Outstanding

IN CHECKBOOK BUT NOT
SHOWN ON STATEMENT

DATE OR NUMBER	AMOUNT	
TOTAL		

Enter

BALANCE ON THIS STATEMENT $ ____________

Add

RECENT DEPOSITS
NOT INCLUDED ON THIS STATEMENT ____________

____

Total ____________

Subtract

CHECKS OUTSTANDING ____________

***Bank Balance** $ ____________

* SHOULD AGREE WITH YOUR CHECKBOOK BALANCE AFTER DEDUCTING CHARGES AND ADDING CREDITS INCLUDED ON THIS STATEMENT BUT NOT SHOWN IN YOUR CHECKBOOK

$ ____________

____

____

Account Balance $ ____________

—NOTICE—
PLEASE EXAMINE STATEMENT
AT ONCE AND REFER ANY
DISCREPANCIES WITHIN 10 DAYS

Check-Out Activity Sheet

BALANCING A CHECKBOOK

ANSWERS

Account Reconciliation

Checks Outstanding

IN CHECKBOOK BUT NOT
SHOWN ON STATEMENT

DATE OR NUMBER	AMOUNT	
218	10	00
221	15	00
TOTAL	25	00

Enter BALANCE ON THIS STATEMENT $ 432.37

Add RECENT DEPOSITS NOT INCLUDED ON THIS STATEMENT ______

______

Total 432.37

Subtract CHECKS OUTSTANDING 25.00

***Bank Balance** $ 407.37

* SHOULD AGREE WITH YOUR CHECKBOOK BALANCE AFTER DEDUCTING CHARGES AND ADDING CREDITS INCLUDED ON THIS STATEMENT BUT NOT SHOWN IN YOUR CHECKBOOK $ ______

______

______

Account Balance $ 407.37

—NOTICE—
PLEASE EXAMINE STATEMENT
AT ONCE AND REFER ANY
DISCREPANCIES WITHIN 10 DAYS

Instructor's Final Checklist

BALANCING A CHECKBOOK

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When balancing the checkbook register and bank statement, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
Placed a mark by each check in the register or stub that had a canceled check	☐	☐	☐
Listed outstanding checks on worksheet	☐	☐	☐
Wrote the balance from the bank statement on the correct line	☐	☐	☐
Added any deposits not on the bank statement	☐	☐	☐
Subtracted the outstanding checks total	☐	☐	☐
Got the same balance on the checkbook register or stub and the bank statement	☐	☐	☐

WRITING CHECKS

OBJECTIVE

Given a sample blank check, a checkbook register, and information for writing the check, write the check and balance the checkbook.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly preparing bank deposit forms.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. WRITING CHECKS	1
Student Self-Check	
I. WRITING CHECKS	2
Instructor's Final Checklist	
WRITING CHECKS	3

CHECK-OUT ACTIVITY

Your instructor will provide a sample check register and a sample check. Complete each according to the instructions provided.

WRITING CHECKS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, WRITING CHECKS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to check each student's performance.	Provide each student with a sample check register and sample check. (Master copies of each and instructions as to how they should be completed are provided in this section of the manual.) --Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

WRITING CHECKS

ANSWERS

1. True
2. True
3. False
4. False
5. True
6. False
7. True
8. False
9. False
10. False
11. False
12. True
13. True
14. True
15. True

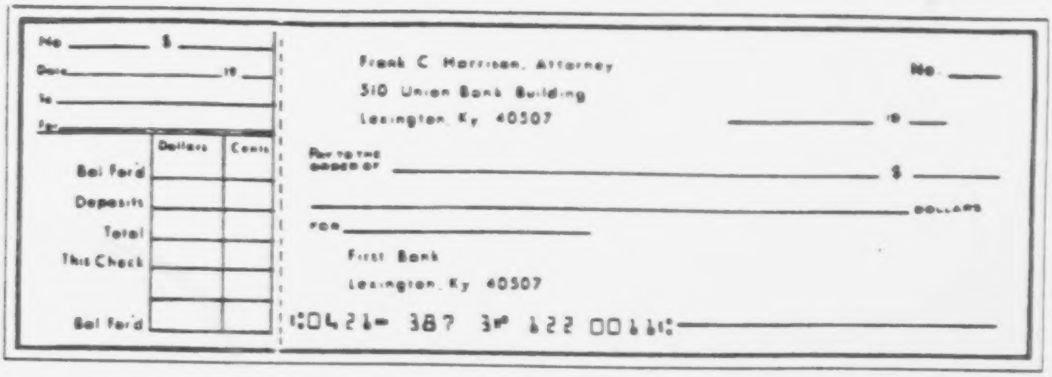
Check-Out Activity Sheet

WRITING CHECKS

Directions: Fill out and balance the checkbook register and write the check using the following information.

1. Your balance is $424.18.
2. Check is number 109.
3. Use today's date.
4. Write check to Joe Smith's Fix-It Shop for $59.24.
5. The check is from Frank C. Harrison.
6. The check is for labor.

CHECK NO	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		AMOUNT OF DEPOSIT		BALANCE



No ______ $ ______
Date ______________ 19 ___
To ______________
For ______________

	Dollars	Cents
Bal For'd		
Deposits		
Total		
This Check		
Bal For'd		

Frank C Harrison, Attorney
510 Union Bank Building
Lexington, Ky 40507

No. ____

______________ 19 ___

Pay to the order of ______________________ $ ______

______________________________ Dollars

For ______________

First Bank
Lexington, Ky 40507

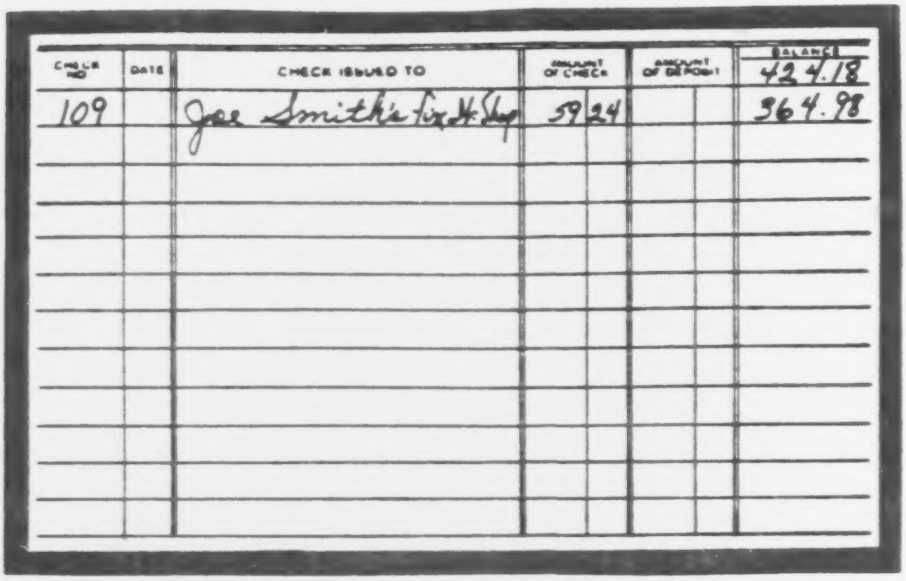
:0421- 387 3" 122 0011: ______________

Check-Out Activity Sheet

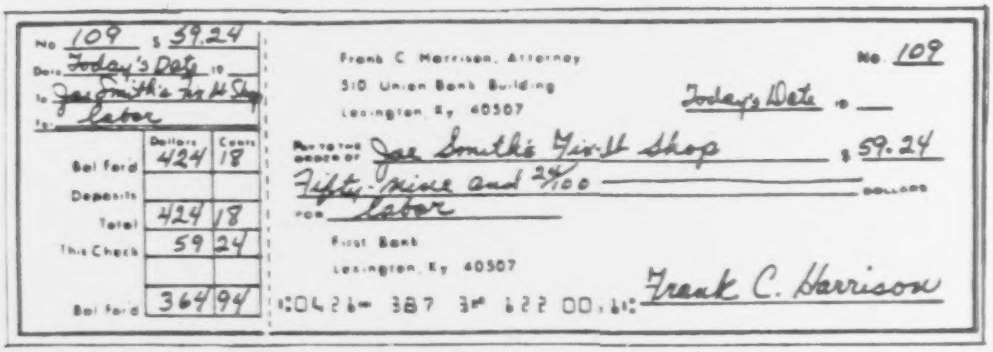
WRITING CHECKS

ANSWERS

The dates should be today's date. All other information is shown in the following examples.



CHECK NO	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		AMOUNT OF DEPOSIT		BALANCE
							424.18
109		Joe Smith's Fix-It Shop	59	24			364.98



No 109 $ 59.24		
Date Today's Date 19		
To Joe Smith's Fix-It Shop		
For Labor		
	Dollars	Cents
Bal Ford	424	18
Deposits		
Total	424	18
This Check	59	24
Bal Ford	364	94

Frank C Harrison, Attorney
310 Union Bank Building
Lexington, Ky 40507

No. 109

Today's Date 19 —

Pay to the order of Joe Smith's Fix-It Shop $ 59.24

Fifty-nine and 24/100 DOLLARS

For Labor

First Bank
Lexington, Ky 40507

0421 387 3ⁿ 122 00 Frank C. Harrison

Instructor's Final Checklist

WRITING CHECKS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When writing a check, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
a. Recorded the check in the checkbook register or stub with the following information:			
--check number	☐	☐	☐
--today's date	☐	☐	☐
--payee	☐	☐	☐
--amount of check	☐	☐	☐
--balance carried forward	☐	☐	☐
b. Wrote the check correctly by:			
--writing clearly	☐	☐	☐
--using ink for writing the check	☐	☐	☐
--starting at the extreme left side of each blank	☐	☐	☐
--writing the amount in figures and spelling the amount exactly the same	☐	☐	☐
--filling in all spaces	☐	☐	☐
--using today's date	☐	☐	☐
--writing out the number of dollars	☐	☐	☐
--writing the cents as a fraction	☐	☐	☐
--filling in blank spaces with a wavy or broken line	☐	☐	☐

SUCCESSFUL SELLING

OBJECTIVE

Provided customers and merchandise related to agribusiness, demonstrate successful selling approaches to each of the customers. Each of the selling approaches must meet the applicable criteria on the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of successful selling.

CONTENTS OF MODULE

Instruction Sheet — Learning Activity Number

I. TYPE OF APPROACH 3
II. DETERMINING CUSTOMER NEEDS 7
III. PRESENTING AND DEMONSTRATING THE MERCHANDISE 11
IV. CUSTOMERS WANT TO KNOW AND YOU WANT TO LEARN 12
V. TYPE OF CUSTOMER 15
VI. PLANNING A SALES PRESENTATION 16
VII. HANDLING OBJECTIONS 20
VIII. THE IMPORTANCE OF CLOSING A SALE 24
IX. WAYS TO CLOSE A SALE 25

Student Self-Check

I. WAYS OF OPENING A SALE 5
II. DETERMINING CUSTOMER NEEDS 9
III. ACQUIRING PRODUCT KNOWLEDGE 14
IV. PLANNING A SALES PRESENTATION 18
V. HANDLING CUSTOMER OBJECTIONS 22
VI. WAYS OF CLOSING A SALE 27

Instructor's Final Checklist

SUCCESSFUL SELLING 29

CHECK-OUT ACTIVITY

Your instructor will provide you with a customer. Demonstrate the steps to successful selling.

SUCCESSFUL SELLING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss and demonstrate in large or small groups, the importance of the sales approach --First impressions --Personal attention to customer --Self image --Effective sales approach	--Resource person	
2	Plan individual or a group field trip to an agribusiness establishment. Emphasize --Sales approaches --Determining customer needs --Type of customer --Presentation and demonstration of merchandise --Closing the sale	--Agribusiness establishments	
3		Instruction Sheet I, THE SALES APPROACH	
4	Assist students with opening a sale		
5	Student Self-Check I		
6	Discuss, in large or small groups, how to determine customer needs	--Resource person	
7		Instruction Sheet II, DETERMINING CUSTOMER NEEDS	
8	Assist students in determining customer needs		

SUCCESSFUL SELLING, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	Student Self-Check II		
10	Discuss and demonstrate in large or small groups, how to present and demonstrate merchandise	--Resource person --References and resources on product information	
11		Instruction Sheet III, PRESENTING AND DEMONSTRATING MERCHANDISE	
12		Instruction Sheet IV, CUSTOMERS WANT TO KNOW AND YOU WANT TO LEARN	
13	Assist students with answering questions concerning merchandise	--Merchandise samples	
14	Student Self-Check III		
15		Instruction Sheet V, TYPE OF CUSTOMER	
16		Instruction Sheet VI, PLANNING A SALES PRESENTATION	
17	Assist students with presenting and demonstrating product information Have a wide variety of merchandise on hand from which students can make selections. Videotape students' practice sessions for self-evaluation. Tape record if videotaping is unavailable.	--Variety of merchandise --Videotape equipment --Tape recorder	

SUCCESSFUL SELLING, (page 3)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
18	Student Self-Check IV		
19	Discuss and demonstrate, in large or small groups, how to handle customer objections.	--Resource person	
20		Instruction Sheet VII, HANDLING CUSTOMER OBJECTIONS	
21	Assist students in handling customer complaints	--Tape recorder for student self-evaluation --Cassette tape	
22	Student Self-Check V	--An Answer Key is provided in this section of the manual.	
23	Discuss and demonstrate, in large or small groups, how to close a sale.	--Resource person	
24		Instruction Sheet VII, THE IMPORTANCE OF CLOSING A SALE	
25		Instruction Sheet IX, WAYS TO CLOSE A SALE	
26	Assist students with closing a sale. Design case problems for use in practicing closing sales. Observe student practice.	--Practice case problems --Tape recorder --Cassette tape --Merchandise --Person to role play customer	
27	Student Self-Check VI		

SUCCESSFUL SELLING, (page 4)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
28	Review with students the steps to successful selling.		
29	Use Instructor's Final Checklist to evaluate each student's performance. Tape record each student's performance for student to self-evaluate Check-Out Activity	--Merchandise --Sales tickets --Person to role play customer --Tape recorder --Cassette tapes --Copies of Instructor's Final Checklist	

Student Self-Check V

HANDLING CUSTOMER OBJECTIONS

ANSWERS

1. True
2. True
3. a.
   c.
   d.
   e.
   f.
   g.
   h.
   i.
   j.

Check-Out Activity Sheet

Directions: The statements below explain the activities you must be able to complete in order to finish this module. After you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, SUCCESSFUL SELLING.

1. Your instructor will provide you with a customer and merchandise.
2. Make a sale approach to the customer.
3. Determine the customer's needs.
4. Make a sales presentation and demonstration.
5. Your instructor will give you several customer objections. Answer each of the objections.
6. Close the sale of the merchandise.

Instructor's Final Checklist

SUCCESSFUL SELLING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
A. Opening the Sale			
1. When opening the sale, the student:			
a. Put the customer at ease	☐	☐	☐
b. Focus attention on the needs of the customer	☐	☐	☐
c. Gain the confidence of the customer	☐	☐	☐
d. Determine the type of customer to be served to	☐	☐	☐
e. Establish a positive opening for the sales presentation	☐	☐	☐
f. Focus the customer's attention to the merchandise	☐	☐	☐
2. Each sales approach gained the customer's attention	☐	☐	☐
B. Determining Customer Needs			
1. Involved the customer as the information was being presented	☐	☐	☐
2. Maintained two-way communication between self and customer	☐	☐	☐
3. Demonstrated a genuine interest in customer's needs	☐	☐	☐
4. Permitted customer to stop the conversation	☐	☐	☐
C. Presenting and Demonstrating the Merchandise			
1. Appearance was appropriate	☐	☐	☐
2. Presentation			
a. Was clear	☐	☐	☐
b. Included customer benefits	☐	☐	☐
c. Permitted customer an opportunity to talk and ask questions	☐	☐	☐
d. Was neither too fast nor too slow	☐	☐	☐

Instructor's Final Checklist, (page 2)

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
3. Voice			
a. Volume was within normal speaking range	[ ]	[ ]	[ ]
b. Clear	[ ]	[ ]	[ ]
c. Tone varied	[ ]	[ ]	[ ]
4. Presented factual information concerning the product's features	[ ]	[ ]	[ ]
5. Used the merchandise to highlight the information being given to the customer	[ ]	[ ]	[ ]
D. Handling Customer Complaints			
1. Listened to each objection attentively	[ ]	[ ]	[ ]
2. Clarified the objection	[ ]	[ ]	[ ]
3. Answered each objection when it was voiced and did not try to avoid it	[ ]	[ ]	[ ]
4. Demonstrated knowledge of the product	[ ]	[ ]	[ ]
5. Avoided trying to force the customer to buy	[ ]	[ ]	[ ]
E. Closing the Sale			
1. Asked the customer for a buying decision	[ ]	[ ]	[ ]
2. Timed the close when the customer was in a positive, buying frame of mind	[ ]	[ ]	[ ]
3. Made a positive close	[ ]	[ ]	[ ]
4. Made a close that was helpful to the customer and not one that was pressing him/her to buy	[ ]	[ ]	[ ]
5. Made a close that would help them sell merchandise.	[ ]	[ ]	[ ]
6. Accurately completed the sales ticket	[ ]	[ ]	[ ]

ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING

OBJECTIVE

Given a rough sketch fo a store layout, make a neat drawing of the sketch that will meet the applicable criteria on the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of planning and organizing a facility for effective merchandising.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING	1
Student Self-Check	
I. ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING . . .	3
Instructor's Final Checklist	
ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING	4

CHECK-OUT ACTIVITY

Your instructor will provide you with a rough sketch of a store layout. Make a neat drawing.

ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss and demonstrate in large or small groups, the importance of planning and organizing a facility for effective merchandising --traffic flow --storage space --check-out counter --wrapping counter --office space --effective displays	Instruction Sheet I, ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING	
2	Plan individual or a group field trip to an agricultural-supply business Have students draw a rough sketch of the store layout to include all items listed in the guideline.	--Agricultural-supply business	
3	Student Self-Check I Assist students with Student Self-Check I		
4	Use Instructor's Final Checklist to evaluate each student's performance	--Rough sketches of a store layout --Copies of Instructor's Final Checklist	

Check-Out Activity Sheet

ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING

Directions: The statements below explain the activity you must be able to complete in order to finish this module. After you finish the activity, your instructor will rate your performance using the Instructor's Final Checklist, ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING.

1. Your instructor will provide you with a rough sketch of a store layout.
2. Make a neat drawing of the sketch which will meet the established guidelines.

Instructor's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The store layout plan included:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Storage space	☐	☐	☐
2. Display counters and/or shelves	☐	☐	☐
3. A check-out counter	☐	☐	☐
4. A wrapping counter	☐	☐	☐
5. Office space	☐	☐	☐
6. Ad layout space	☐	☐	☐
7. An arrangement that permitted traffic to move in a circular path	☐	☐	☐

DEVELOP DISPLAYS

OBJECTIVE

Provided merchandise, display space, display tools, and equipment, plan and set up a display. The finished display must meet all applicable criteria on the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of developing effective displays for selling merchandise.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. PURPOSES OF DISPLAYS	1
II. PRINCIPLES OF DISPLAY DESIGN	2
III. STEPS IN PLANNING A DISPLAY	5
IV. SETTING UP A DISPLAY	8
Student Self-Check	
I. PRINCIPLES OF DISPLAY DESIGN	4
II. PLANNING A DISPLAY	7
Instructor's Final Checklist	
DEVELOP DISPLAYS	11

CHECK-OUT ACTIVITY

Your instructor will provide you with a check-out activity sheet to develop displays.

DEVELOP DISPLAYS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, PURPOSES OF DISPLAYS	
2		Instruction Sheet II, PRINCIPLES OF DISPLAY DESIGN	
3	Discuss with the students the following topics: --Purposes of displays --Design principles for setting up displays Take a field trip to a local agribusiness store.	--slides of local store displays --slide projector	
4	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
5		Instruction Sheet III, STEPS IN PLANNING A DISPLAY	
6	Discuss and demonstrate for students "How to plan an effective display." Discuss and show examples of kinds of displays: --counter --mass --manufacturer's		
7	Student Self-Check II Help students plan a display.		
8		Instruction Sheet IV, SETTING UP A DISPLAY	
9	Discuss and demonstrate for students "How to set up a display."	--slides on setting up a display --slide projector	

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LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	Approve students' display plans before they begin to set up a display. Observe as students practice. Take photographs of the students' displays to display on bulletin board.	--display plan --merchandise --tools --equipment --display space --show cards --price cards --camera --film	
11	Approve students' display plans before they begin. Use the Instructor's Final Checklist to evaluate each student's performance. Take photographs of the students' displays to display on bulletin board	--copies of the Instructor's Final Checklist. (A Master Copy is provided in this section of the manual.) --merchandise --tools and equipment --camera --film	

Student Self-Check I

DEVELOP DISPLAYS

ANSWERS

1. K
2. A
3. I
4. C
5. E
6. H
7. B
8. L
9. F
10. D
11. G
12. J

Check-Out Activity Sheet

DEVELOP DISPLAYS

Directions: You have learned the purposes of displays. You have learned the design principles, the process of planning, and setting up a display. Write your plans on the following planning sheet. Ask your instructor to check them.

My Plans For A Display

The theme or purpose of my display is: ______________________________

____.

I will need the following tools, materials, and merchandise:

____

____

I plan to place this display (store location): ______________________

I plan to place the following show cards, price cards and/or signs on or near the display:

____

____

I will do the following activities in setting up the display. (List in order, the activities that you will do from start to finish.) Include safety precautions that you will observe.

____

____

____

Check-Out Activity Sheet, (page 2)

My completed display will look like the following sketch:

Ask your instructor to check your plans. When your plans are approved, set up the display.

Instructor's Final Checklist

DEVELOP DISPLAYS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In the process of setting up a display, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Wrote a plan for the display	☐	☐	☐
2. Incorporated the principles of the design in display	☐	☐	☐
3. Used safety standards in the display	☐	☐	☐
4. Used guidelines for setting up the display	☐	☐	☐
5. Constructed a display which will sell merchandise	☐	☐	☐
6. Used appropriate show cards and/or price cards	☐	☐	☐
7. Stored tools and equipment	☐	☐	☐
8. Set up a clean, neat display	☐	☐	☐
9. Avoided damaging props, merchandise, and accessories	☐	☐	☐

DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL

OBJECTIVE

Given a test about developing an effective system of inventory control, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of developing an effective system of inventory control.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. INVENTORY CONTROL	1
II. STOCK RECORD CARDS	3
III. STARTING A PERPETUAL INVENTORY SYSTEM	5
Student Self-Check	
I. INVENTORY CONTROL	2
II. STOCK RECORD CARDS	4
III. STARTING A PERPETUAL INVENTORY SYSTEM	6
Instructor's Final Checklist	
DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL	7

CHECK-OUT ACTIVITY

Your instructor will provide a test about developing an effective system of inventory control. Complete the test.

DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, INVENTORY CONTROL	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, STOCK RECORD CARDS	
4	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
5		Instruction Sheet III, STARTING A PERPETUAL INVENTORY SYSTEM	
6	Student Self-Check III	--An Answer Key is provided in this section of the manual.	
7	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

INVENTORY CONTROL

ANSWERS

1. True
2. True
3. True
4. False
5. A
6. C
7. B
8. B
9. C
10. Physical inventory and perpetual inventory

Student Self-Check II

STOCK RECORD CARDS

ANSWERS

1. J
2. A
3. E
4. I
5. B
6. F
7. C
8. H
9. D
10. G

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Student Self-Check III

STARTING A PERPETUAL INVENTORY SYSTEM

ANSWERS

1	take a physical inventory
3	obtain credit slips
5	obtain copies of purchase orders
4	obtain copies of sales records
2	obtain copies of invoices

Check-Out Activity Sheet

DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) Once it has been set up, a perpetual inventory system seldom requires a physical inventory.
2. (True or False) In a perpetual inventory system you keep track of present stock by keeping track of all incoming and outgoing stock.
3. (True or False) Both minimum and maximum numbers of units to be kept on hand should be noted on a stock record card.
4. (True or False) A good inventory system helps protect merchandise from shrinkage.
5. (True or False) It is not important that stock record cards be neat as long as they are accurate.
6. (True or False) Most machinery dealerships have a stock records clerk.
7. (True or False) To start a perpetual inventory system you must have a beginning inventory.
8. A __________________ inventory is a count of merchandise that is regularly updated from information collected from purchase orders, receiving documents, sales, and returns.
9. List four items that can be obtained from an efficient inventory control system.
10. List the two methods of stock or inventory control.

Check-Out Activity Sheet

DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL

ANSWERS

1. False
2. True
3. True
4. True
5. False
6. False
7. True
8. Perpetual
9. Any four of the following:
   Dollars invested in inventory
   Data concerning what merchandise and parts sells and does not sell
   Stock level of merchandise and parts at any specified date.
   What items need to be reordered to maintain an adequate on-hand supply
   Data concerning what items need to be used for sales promotions
10. The dollar-control method and the unit-control method

Instructor's Final Checklist

DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about developing an effective system of inventory control	[ ]	[ ]	[ ]

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

OBJECTIVE

Given a test about interpreting labels on agricultural products, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of interpreting labels on agricultural products.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. INTERPRETING LABELS ON AGRICULTURAL PRODUCTS	1
Student Self-Check	
I. INTERPRETING LABELS ON AGRICULTURAL PRODUCTS	2
Instructor's Final Checklist	
INTERPRETING LABELS ON AGRICULTURAL PRODUCTS	5

CHECK-OUT ACTIVITY

Your instructor will provide a test about interpreting labels on agricultural products. Complete the test.

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use references to supplement Instruction Sheet I	Instruction Sheet I, INTERPRETING LABELS ON AGRICULTURAL PRODUCTS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Specimen labels may be available from your chemical or equipment dealer. DO NOT use containers which contain or have contained dangerous materials such as poisons or explosives.	Obtain real or specimen labels for students to view.	
4	Use of an opaque or overhead projector or copies of the label for students to see will help them observe the information as you go through it.	Use a real or specimen label to explain and illustrate label information to students.	
5	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

ANSWERS

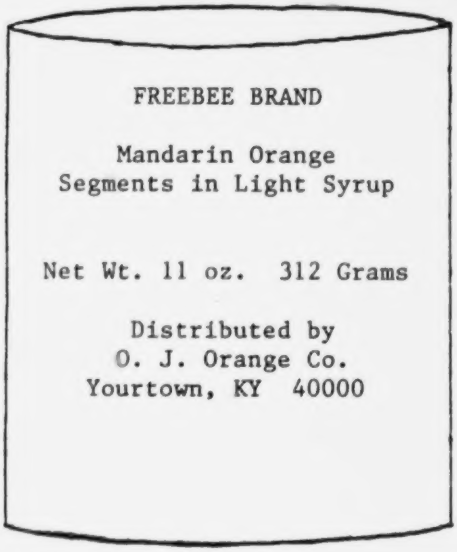
1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. False

Check-Out Activity Sheet

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) It is important to read and compare labels when you are making a purchase.
2. (True or False) Reading and following a label could save your life.
3. (True or False) Chemical labels often carry precautions on them.
4. (True or False) If a product doesn't have a label, you should buy it if you can get a good deal on your purchase.



FREEBEE BRAND

Mandarin Orange
Segments in Light Syrup

Net Wt. 11 oz. 312 Grams

Distributed by
O. J. Orange Co.
Yourtown, KY 40000

5. What is the weight in ounces listed on the above label?
6. What is the product according to the label?
7. What is the name of the distributor?
8. What is the brand name?
9. What is the product mixed with?
10. Is the product packaged whole?

Check-Out Activity Sheet

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

ANSWERS

1. True
2. True
3. True
4. False
5. 11
6. Mandarin Orange Segments
7. O. J. Orange Co.
8. Freebee
9. Light Syrup
10. No (segments)

Instructor's Final Checklist

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about interpreting labels on agricultural products with at least 80% accuracy	☐	☐	☐

DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS

OBJECTIVE

Given a test about getting along with others, complete the test. The test must be completed with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of developing their ability to get along with others in relation to their success in school and when they are employed.
--The students will realize that getting along with others is an art and requires work.
--The students will realize that people are different and that they must learn to accept those differences to get along with others.
--The students will realize that they must be willing to do more than their share to get along with others.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. DESIRABLE TRAITS NEEDED TO GET ALONG WITH OTHERS . . .	1
II. AVOIDING PROBLEMS WITH OTHER PEOPLE	3
Student Self-Check	
I. SELF-EVALUATION OF GETTING ALONG WITH OTHERS	2
II. AVOIDING PROBLEMS WITH OTHER PEOPLE	4
Instructor's Final Checklist	
DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS	5

CHECK-OUT ACTIVITY

Your instructor will provide a test about getting along with others. Complete the test.

RECOMMENDED REFERENCE

Binkley and Byers, Handbook on Student Organizations in Vocational Education, Danville, IL: The Interstate Printers and Publishers, Inc., 1982.

DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may want to discuss the material with the students after they have read Instruction Sheet I.	Instruction Sheet I, DESIRABLE TRAITS NEEDED TO GET ALONG WITH OTHERS RECOMMENDED REFERENCE: Binkley and Byers, Handbook on Student Organizations in Vocational Education, pp. 165-168.	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Break the class into small groups. Have each group list ways to avoid problems with others in either the school, home, or work. Have groups present their lists to the class. Lead a discussion on these lists.	Instruction Sheet II, AVOIDING PROBLEMS WITH OTHER PEOPLE	
4	Student Self-Check II Discuss the answers with the students individually or in small groups.	--An Answer Key is provided in this section of the manual.	
5	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

SELF-EVALUATION OF GETTING ALONG WITH OTHERS

ANSWERS

There is no set number to which you must answer "always." Only you will be able to determine your results. Arrange with your instructor to review your answers.

Student Self-Check II

AVOIDING PROBLEMS WITH OTHER PEOPLE

ANSWERS

Any ten of the following:

--Using or exploiting other people
--Politicking or gaining favor by flattery or attention
--Running down other people
--Taking credit for ideas or achievements of others
--Gossiping
--Being jealous
--Being indifferent to suggestions and/or criticism
--Showing little consideration for the rights of others
--Griping to everyone that will listen
--Stealing sales or easy jobs from fellow workers
--Acting as a supervisor
--Being an "apple-polisher"
--Not admitting mistakes
--Not following directions
--Arguing with others
--Disrespect of others property
--Arriving late for work or leaving early from work

Check-Out Activity Sheet

DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. List three reasons why you need to get along with others.
2. List five desirable traits which are needed by you to get along with others.
3. (True or False) A cooperative person helps others and makes an effort to carry an equal share of the load.
4. (True or False) You do not need to be friendly to co-workers whom you do not like.
5. (True or False) When you finish your job it is not necessary to help others finish their job.
6. (True or False) A good sense of humor will help you get along with others.
7. (True or False) You can come to work late and leave early because you get your work finished.
8. (True or False) You will be liked better by others when you do your own work.

Check-Out Activity Sheet

DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS

ANSWERS

1. Any three of the following:
   - Promotions
   - Pay raises
   - Successful
   - Easier to get along on job
   - Get more work done
2. Any five of the following:
   - Honesty
   - Dependability
   - Initiative
   - Sense of humor
   - Sense of fair play
   - Loyalty
   - Industriousness
   - Friendliness
   - Cooperation
   - Courtesy and tact
3. True
4. False
5. False
6. True
7. False
8. True

Instructor's Final Checklist

DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test about demonstrating the ability to get along with others with at least 80% accuracy	[ ]	[ ]	[ ]

DEMONSTRATE PERSONAL INTEGRITY AND WORK HABITS

OBJECTIVE

Given ten (10) case studies of unacceptable job situations, name the work habit which can correct eadh situation. Correct work habits should be named for at least eight (8) of the job situations.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of good personal integrity and work habits in relation to their household chores, school work, and part-time or full-time employment.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. WHAT ARE GOOD WORK HABITS	2
II. PLAN NOW TO IMPROVE YOUR WORK HABITS	4
Student Self-Check	
I. WORK HABIT INVENTORY	1
II. RECOGNIZING POOR WORK HABITS AND THEIR CONSEQUENCES	3
III. WORK HABIT INVENTORY	5
Instructor's Final Checklist	
DEMONSTRATE PERSONAL INTEGRITY AND WORK HABITS	7

CHECK-OUT ACTIVITY

Your instructor will provide ten (10) case studies of unacceptable job situations. Complete the test with at least 80 percent accuracy.

DEMONSTRATE PERSONAL INTEGRITY AND WORK HABITS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Student Self-Check I	--A scoring key is provided in this section of the manual.	
2	You may want to discuss the material with the class after they have completed Student Self-Check I and Instruction Sheet I.	Instruction Sheet I, WHAT ARE GOOD WORK HABITS	
3	Student Self-Check II	--An answer key is provided in this section of the manual.	
4	You may want to discuss the material with the class.	Instruction Sheet II, PLAN NOW TO IMPROVE YOUR WORK HABITS	
5	Student Self-Check III Discuss with each student how he/she is going to improve the work habits listed.		
6	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

WORK HABIT INVENTORY

Scoring Scale

Compare your score to those below:

86 - 96	Excellent	You have excellent work habits. Since 90% of employees who lose their job do so because of poor work habits, you will rarely, if ever, be fired from a job.
71 - 85	Very good	Your work habits are very good and need only a little more effort to get you into the excellent range.
56 - 70	Good	Your work habits are good and will help you on the job; however, you need to work on those habits that are pulling you down.
40 - 55	Fair	Your work habits are fair but you need to make a real effort to improve weak areas.
24 - 39	Poor	Your work habits may get you into serious trouble on the job. Start now to improve your work habits.

Student Self-Check II

RECOGNIZING POOR WORK HABITS AND THEIR CONSEQUENCES

ANSWERS

Work Habit	Possible Consequences
1. Honesty	Employers will overlook a lot of mistakes, but stealing is not one of them. Sue could be fired or even prosecuted in court for her actions.
2. Accuracy	Alan may cause himself more work and even lose customers if he fails to catch his mistakes by double checking. Accuracy is almost always more inportant than speed.
3. Following Instruction	New workers should follow their supervisor's instructions until they are totally familiar with their jobs. Judy could be reprimanded or even fired, especially if she makes a mistake doing it her way.
4. Neat and Orderly Work and Work Areas	Kevin's co-workers will eventually get tired of loaning him tools, especially if he misplaces them. Kevin's messy area will fail to impress his supervisor and could interfere with his work.
5. Finishing a Job or Planning Your Work	Employers and co-workers soon lose trust in people who fail to finish their jobs. When you seem to have more to do than you can accomplish, it's best to start and finish the more important jobs first. Plan your work and be sure to finish jobs you start.
6. Concentrating on the Job	Letting personal problems interfere with work will eventually spell trouble. Company time must be used for company jobs. Personal matters can lead to lost or wasted time, passovers for promotions, and eventually to firing.

Student Self-Check II

RECOGNIZING POOR WORK HABITS AND THEIR CONSEQUENCES

ANSWERS

7. Conserve Resources	Each worker must realize that everyone plays a part in the company's success or failure. When you waste utilities, materials, or time, it will result in a loss of profit by the company. A loss of profit means less money to pay you and less money for expansion for more jobs.
8. Concentrating On the Job	Daydreaming, taking unscheduled breaks, and loafing on the job will result in less production, fewer promotions, and fewer pay raises. When you agree to work for a wage, you agree to do the best possible job. Concentrating on the job will help you turn out a better product, get more done, and even help time pass faster.

Check-Out Activity Sheet

PRACTICING GOOD WORK HABITS

Directions: Name the work habit that can correct each of the following situations. USE A SEPARATE SHEET OF PAPER. Give your answers to your instructor for evaluation.

1. Kyle works in a service station and frequently takes a coke and a candy bar without paying. He feels it is part of his pay.

2. Mary's greenhouse jobs are to weed and to water the potted foliage plants. Her co-workers have complained that when they sell the foliage plants they have to remove weeds from the pots.

3. John often finds himself going in circles in his lab technician job. His work seems to stack up and sometimes he repeats tasks.

4. Bill is an Agricultural diesel mechanics instructor and often complains about how messy the students are in the shop. His office and desk area, however, are usually messy.

5. Jack is a carpenter who has worked with many different construction companies. He's been fired several times. The chief complaint is that Jack always seems to be making mistakes and someone has to come in and correct his jobs.

6. Helen is a faster worker than the other employees. She usually produces the average amount of rabbit hutches in the factory each day, but in doing so, she uses twice as many materials as other employees in building the rabbit hutches.

7. Ken has been one of the best machinists in the shop. His production, however, has been falling off lately. His supervisor says he spends too much time on the phone.

8. Tom is a new welder in the farm equipment company. His boss has been on him quite a bit lately. Tom feels he gets the job done even if he doesn't do exactly as his supervisor says. He feels that it shouldn't make any difference how you do it as long as you do the job.

9. Ann is a very good salesperson at the new agribusiness supply and service store. When she is there she usually does the best job of anyone. Ann's supervisor is concerned with the number of days Ann has missed due to sickness. Ann feels that she can use her sick days even when she's not sick.

10. Carol has been a floral designer for several years. She has always double checked her work until recently. Now she feels she can get more work done by skipping this routine.

Check-Out Activity Sheet

DEMONSTRATE PERSONAL INTEGRITY AND WORK HABITS

ANSWERS

1. Honesty
2. Finishing a job
3. Planning your work
4. Working neatly
5. Accuracy in work
6. Conserving resources
7. Concentrating on the job
8. Following instructions
9. Honesty
10. Accuracy in work

Instructor's Final Checklist

DEMONSTRATE PERSONAL INTEGRITY AND WORK HABITS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student named a work habit that can correct at least eight (8) of the ten (10) unacceptable job situations	[ ]	[ ]	[ ]

BUDGETING TIME

OBJECTIVE

Given a test on budgeting time, complete the test with 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of budgeting time.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. BUDGETING TIME	1
Student Self-Check	
I. BUDGETING TIME	2
Instructor's Final Checklist	
BUDGETING TIME	3

CHECK-OUT ACTIVITY

Your instructor will provide a test on budgeting time. Complete the test.

BUDGETING TIME

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	As students work on Instruction Sheet I, give them copies of the Self-Assessment Form, and Scoring Key, Energy Graph, and TO DO. Evaluate each form.	Instruction Sheet I, BUDGETING TIME	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Handout #1 for Activity #1

SELF ASSESSMENT

1. Read each statement and assess how well it describes you and your time-management practices by writing a number in column A as follows:

   Hardly ever = 1
   Sometimes = 2
   Almost always = 3

2. Read each statement a second time and assess its value or importance to you by writing a number in column B as follows:

   Not at all important to me = 1
   Somewhat important = 2
   Very important = 3

3. Now multiply column A by column B and write the answer in column C (for example, if A = 2 and B = 3, then C = 6).

4. Circle those answers in column C that are less than 5.

	A	B	C
I have three or four clearly established personal and career goals that I am striving to reach.			
Daily I use a "To Do" list.			
I rank my priorities daily from most to least important.			
I delegate as many responsibilities as I can.			
I have adequate time to be with friends and loved ones.			
I am aware of my daily energy levels.			
I complete my most important tasks when I feel most energetic.			
I work on my most important tasks before I work on the easy ones.			
When I face unpleasant tasks, instead of procrastinating, I break the task up into manageable, bite-sized pieces.			
I plan ahead by setting aside time on my calendar to complete major tasks.			
I schedule time for interruptions.			
One way I take good care of myself is by rewarding myself for completing realistic objectives.			
At the end of most days, I look back at my "To Do" list and find that I have accomplished the most important tasks.			
Taking good care of myself is a value I hold and do something about at least weekly.			
When necessary, I set limits by saying, "No, I just don't have time right now to do that."			
When waiting for a stop light or for an appointment, I take two or three deep breaths and relax deeply.			
I strive to handle each item in my mail only once.			
I am organized well enough that I can find my bills or an important letter in less than five minutes.			
In our home each of us has clearly spelled out household duties.			
I ask for help when I want it.			

SCORING KEY FOR SELF ASSESSMENT

A score of more than 5 on an item suggests that you value and practice that good time-management behavior.

Handout #2 for Activity #1

ENERGY GRAPH

Energy Graph

YOUR ENERGY LEVEL

Very High																								
High																								
Medium																								
Low																								
Sleep																								
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4
	MORNING							AFTERNOON						EVENING						NIGHT				

Above each hour of your day, place a dot to represent your level of energy for that hour. Draw a line to connect the dots. Then note your peaks and valleys of energy.

Handout #3 for Activity #1

Priority Assigned	**TO DO** Date: ____________	High-Energy Task	Low-Energy Task	Delegated	Started	Completed
	Leave this space blank to add any interruptions to your list.					

REWARD: If I accomplish items ____________ ____________________ today, I will reward myself by
(numbers)
____

NOTES TO MYSELF: (For example, I will set reasonable and realistic goals. I will not set myself up to fail and feel miserable.)
____
____

Student Self-Check I

BUDGETING TIME

ANSWERS

1. True
2. True
3. True
4. False
5. True
6. True
7. False
8. True
9. False
10. True
11. True
12. True
13. True
14. False
15. False
16. True
17. True

Check-Out Activity Sheet

BUDGETING TIME

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) Most people have little choice in how to spend their time.
2. (True or False) It is easy to blame others for wasting our time or making us late.
3. (True or False) A good way to begin to improve your use of time is to ask why you want to manage it better.
4. (True or False) People have many reasons for wanting to better manage their time.
5. (True or False) If you are going to change, make all the change at once.
6. (True or False) You must be willing to pay the price to make a change.
7. (True or False) Goal setting is crucial to effective time-life management.
8. (True or False) The more specific, realistic, measurable, and achievable goals are, the more likely we are to be able to achieve them.
9. (True or False) The best time management is to do the easiest goal first.
10. (True or False) Most people's prime time graph is similar.

Answer Key for Learning Activity #3

Check-Out Activity Sheet

BUDGETING TIME

ANSWERS

1. False
2. True
3. True
4. True
5. False
6. True
7. True
8. True
9. False
10. False

Instructor's Final Checklist

BUDGETING TIME

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about budgeting time with at least 80 percent accuracy	[ ]	[ ]	[ ]

Instructor's Guide Sheet Module ABSS-6.06

DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS

OBJECTIVE

Given a test about demonstrating the ability to follow directions, complete the test. The test must be completed with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of following directions to be successful on a job.
--The students will realize the importance of effective listening in following directions.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. GUIDELINES TO FOLLOWING DIRECTIONS	2
II. EFFECTIVE LISTENING	4
Student Self-Check	
I. THREE MINUTE TIMED TEST ON FOLLOWING WRITTEN DIRECTIONS	1
II. FOLLOWING DIRECTIONS INVENTORY	3
III. PRACTICE EFFECTIVE LISTENING	5
Instructor's Final Checklist	
DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS	6

CHECK-OUT ACTIVITY

Your instructor will provide a test about demonstrating the ability to follow directions. Complete the test.

DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Student Self-Check I --Discuss in groups the importance of reading directions carefully.	--An Answer Key is provided in this section of the manual.	
2	Invite an agribusiness employer to discuss or discuss yourself with the students the importance of following directions.	Instruction Sheet I, GUIDELINES TO FOLLOWING DIRECTIONS --Resource person	
3	Student Self-Check II --Assist the students with completing the following directions inventory.	--An Answer Key is provided in this section of the manual.	
4	Discuss and demonstrate the two types of effective listening.	Instruction Sheet II, EFFECTIVE LISTENING	
5	Student Self-Check III	Topics	
6	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Cpoy is provided in this section of the manual.)	

Student Self-Check II

SCORING SCALE

36 - 40	Excellent	You are able to follow directions. An employer likes an employee who can follow directions exactly.
31 - 35	Very Good	Your ability to follow directions needs only a little more effort to get you into the excellent range.
24 - 30	Good	Your ability to follow directions is good and will help you on the job; however, you need to work on those skills which are pulling you down.
16 - 23	Fair	Your ability to follow directions is fair but you need to make a real effort to improve following directions.
10 - 15	Poor	Your ability to follow directions may get you into serious trouble on the job. Start now to improve your ability to follow directions.

Check-Out Activity Sheet

DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS

1. (True or False) Improved listening is perhaps the greatest simple source of untapped potential for self-improvement.
2. (True or False) Hearing is an active process.
3. (True or False) Distractions are the listener's worst enemy.
4. (True or False) The purpose of feedback is to relate the message back to the speaker.
5. (True or False) Learning takes place while you are speaking.
6. (True or False) The only way to fight distractions is to concentrate on listening.
7. (True or False) The two types of listening are active and inactive.
8. (True or False) Many listeners miss the speaker's point completely because they are eager to interrupt the speaker.
9. (True or False) Active listening is the process of listening to and encouraging the other person to say more by supportive statements.
10. (True or False) Follow-up questions are not necessary because there is only a single meaning for spoken words.

Check-Out Activity Sheet

DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS

ANSWERS

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. True
9. False
10. False

Instructor's Final Checklist

DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test about demonstrating the ability to follow directions with at least 80% accuracy . .	[ ]	[ ]	[ ]

DEMONSTRATE ACCEPTABLE PERSONAL APPEARANCE AND HYGIENE

OBJECTIVE

Given a test about personal appearance and hygiene, complete the test. The test must be completed with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of good personal appearance and good hygiene in helping them to feel good about themselves and in their association with friends, family, employer, and new acquaintances.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. SKIN AND BODY CARE	1
II. CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS	3
III. CLOTHING SELECTION AND CARE	5
Student Self-Check	
I. SKIN AND BODY CARE	2
II. CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS	4
III. CLOTHING SELECTION AND CARE	6
Instructor's Final Checklist	
DEMONSTRATING ACCEPTABLE PERSONAL APPEARANCE AND HYGIENE . . .	8

CHECK-OUT ACTIVITY

Your instructor will provide a test about acceptable personal appearance and hygiene. Complete the test.

DEMONSTRATE ACCEPTABLE PERSONAL APPEARANCE AND HYGIENE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may want to discuss the material with the class. Often they have read Instruction Sheet I	Instruction Sheet I, SKIN AND BODY CARE	
2	Student Self-Check I	An Answer Key is provided in this section of the manual.	
3	You may want to discuss the material with the class. Often they have read Instruction Sheet II	Instruction Sheet II, CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS	
4	Student Self-Check II	An Answer Key is provided in this section of the manual.	
5	You may want to discuss the material with the class. Often they have read Instruction Sheet III	Instruction Sheet III, CLOTHING SELECTION AND CARE	
6	Student Self-Check III	An Answer Key is provided in this section of the manual.	
7	Some of the students may benefit and learn good habits from practicing acceptable personal appearance and hygiene. Have students do a self-evaluation and together, make suggestions for improvement.		
8	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a test for each student's check- out activity	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is Provided in this section of the manual.)	

Student Self-Check I

SKIN AND BODY CARE

ANSWERS

1. Normal
2. Dry
3. Oily
4. Mild or facial soap, cleansing cream
5. --the collection of dirt and oil in the pores of the skin
   --bacterial growth
   --stress and tension
   --hormonal changes occurring in the body
   --heredity
6. --dirt
   --bacteria
   --body oils
7. An antiperspirant
8. --eat right
   --rest properly
   --exercise
   --drink plenty of water
   --learn to relax
   --wash your face properly
   --do not touch face with hands unless necessary
9. Daily
10. Water-based

Answer Key for Learning Activity #4

Student Self-Check II

CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS

ANSWERS

1. dry, split ends
2. gum diseases
3. oral hygiene
4. weekly
5. dental floss
6. twice a year
7. weekly
8. dust and dirt
9. flouride
10. daily

Student Self-Check III

CLOTHING SELECTION AND CARE

ANSWERS

--Buy and/or make clothes that you can mix and match.
--Buy clothes that are of a good quality.
--Choose basic styles as the basis of your wardrobe.
--Choose a few basic colors so that you can mix and match.
--Choose accessories such as belts, necklaces, scarves, etc., that can be worn with several outfits.
--When buying clothes, be sure to try them on before you purchase them.
--Choose clothing that meets your needs.
--Choose clothes that are easily cleaned.

Check-Out Activity Sheet

PERSONAL APPEARANCE AND HYGIENE

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

On the line preceding each statement, write a "T" if the statement is true or an "F" if the statement is false.

______ 1. Oily hair should be washed more than once a week.

______ 2. A deodorant is used to close the pores which reduces or stops perspiration.

______ 3. Combination skin is oily on the forehead, nose, and chin and dry on the other areas of the face.

______ 4. Your personal appearance is directly affected by the clothes you choose to wear and the condition of your clothes.

______ 5. It is acceptable to use a deodorant to cover up body odors rather than taking a bath or shower.

______ 6. It is recommended that you see a dentist every two months.

______ 7. A creme rinse or a conditioner prevents dry, split ends of hair.

______ 8. A daily flossing of your teeth will help prevent gum diseases.

______ 9. Skin and body cleanliness are sufficient for a pleasing appearance.

______ 10. You need to determine what type of hair you have in order to take proper care of it.

______ 11. Clothing choices should be based on your needs, personality, activities and climate.

______ 12. A person with oily skin should use oil-based makeup.

______ 13. Keeping yourself clean makes you feel better and look better.

______ 14. Dirt and dust are removed by combing and brushing your hair.

______ 15. Fingernails need to be pedicured weekly.

Check-Out Activity Sheet

PERSONAL APPEARANCE AND HYGIENE

ANSWERS

1. True
2. False
3. True
4. True
5. False
6. False
7. False
8. True
9. False
10. True
11. True
12. False
13. True
14. True
15. False

Instructor's Final Checklist

DEMONSTRATE ACCEPTABLE PERSONAL APPEARANCE AND HYGIENE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test about Personal Appearance and Hygiene with 80 percent accuracy	[ ]	[ ]	[ ]

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

OBJECTIVE

Given a test about employer-employee relations, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of maintaining good employer-employee relations.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheet	
I. MAINTAINING EMPLOYER-EMPLOYEE RELATIONS	1
Student Self-Check	
I. MAINTAINING EMPLOYER-EMPLOYEE RELATIONS	2
Instructor's Final Checklist	
MAINTAINING EMPLOYER-EMPLOYEE RELATIONS	4

CHECK-OUT ACTIVITY

Your instructor will provide a test about maintaining employer-employee relations. Complete the test.

MAINTANING EMPLOYER-EMPLOYEE RELATIONS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, MAINTAINING EMPLOYER-EMPLOYEE RELATIONS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Have students role play some employer-employee situations. Assist the students as necessary. You may want to play the role of the employer or employee to make points the students have missed or to serve as an example.		
4	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

ANSWERS

1. True
2. False
3. False
4. True
5. False
6. False
7. False
8. True
9. True
10. True

Check-Out Activity Sheet

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) Good employers work at understanding their employees.

2. (True or False) Most employees that are fired are fired because of a lack of technical competence.

3. (True or False) It is more important that employees and managers know about technical subject matter than that they like people.

4. (True or False) Employers should demonstrate emotional stability.

5. (True or False) An employer's basic attitude about employees being good or bad will likely affect the way they manage employees.

6. (True or False) Managers have different styles of management.

7. (True or False) The autocratic style involves workers in decisions.

8. (True or False) The open style of management works best with experienced workers.

9. (True or False) Effective managers communicate with their workers.

10. (True or False) Employees are not responsible for building morale.

11. (True or False) Self-confidence can be improved by knowing your job.

12. (True or False) An employee should be willing to look for work to do.

13. What style of management is probably best in a fast food restaurant?

14. Most workers prefer the __________________ management style.

15. When a manager thinks he knows more than the workers, which management style is he most likely to use?

Check-Out Activity Sheet

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

ANSWERS

1. True
2. False
3. False
4. True
5. True
6. True
7. False
8. True
9. True
10. False
11. True
12. True
13. Autocratic
14. Democratic
15. Autocratic

Instructor's Final Checklist

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about maintaining employer-employee relations with at least 80% accuracy	[ ]	[ ]	[ ]

MAINTAINING INVENTORY CONTROL SYSTEMS

OBJECTIVE

Given a test about maintaining inventory control systems, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly maintaining inventory control systems.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. A LOOK AT INVENTORY CONTROL SYSTEMS	1
II. METHODS OF INVENTORY CONTROL	2
III. THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM	5
IV. USING THE COMPUTER FOR INVENTORY CONTROL	7
V. STARTING A PERPETUAL INVENTORY SYSTEM	9

Student Self-Checks	
I. METHODS OF INVENTORY CONTROL	3
II. THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM	6
III. USING THE COMPUTER FOR INVENTORY CONTROL	8
IV. STARTING A PERPETUAL INVENTORY SYSTEM	10

Instructor's Final Checklist	
MAINTAINING INVENTORY CONTROL SYSTEMS	11

CHECK-OUT ACTIVITY

Your instructor will provide a test about maintaining inventory control systems. Complete the test.

MAINTAINING INVENTORY CONTROL SYSTEMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, A LOOK AT INVENTORY CONTROL SYSTEMS	
2		Instruction Sheet II, METHODS OF INVENTORY CONTROL	
3	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
4	Discuss and demonstrate how to maintain stock record cards: --Beginning inventory --Purchases --Back orders --Sales --On hand Discuss how information is used by buyers and store management to control inventory levels.	--Stock record cards --Purchase orders --Sales tickets --Inventory documents	
5		Instruction Sheet III, THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM	
6	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
7		Instruction Sheet IV, USING THE COMPUTER FOR INVENTORY CONTROL	
8	Student Self-Check III	--An Answer Key is provided in this section of the manual.	

MAINTAINING INVENTORY CONTROL SYSTEMS, (page 2)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9		Instruction Sheet V, STARTING A PERPETUAL INVENTORY SYSTEM	
10	Student Self-Check IV	--An Answer Key is provided in this section of the manual.	
11	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Answer Key for Learning Activity #3

Student Self-Check I

METHODS OF INVENTORY CONTROL

ANSWERS

1. a
2. c
3. b.
4. b
5. c
6. False
7. True
8. True
9. True
10. False

Student Self-Check II

THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM

ANSWERS

1. J
2. A
3. E
4. I
5. F
6. C
7. H
8. D
9. G

Student Self-Check III

USING THE COMPUTER FOR INVENTORY CONTROL

ANSWERS

1. False
2. True
3. False
4. True
5. False
6. True
7. True

Student Self-Check IV

STARTING A PERPETUAL INVENTORY SYSTEM

1. 1
2. 5
3. 2
4. 4
5. 3

Check-Out Activity Sheet

MAINTAINING INVENTORY CONTROL SYSTEMS

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) Most businesses use only the physical inventory system because it is accurate.

2. (True or False) A big advantage of the perpetual inventory system is that you do not have to take physical inventories.

3. (True or False) An advantage of the perpetual inventory system is that you know what you have in stock at any given time.

4. (True or False) The computer has made it easier for businesses to maintain perpetual inventories.

5. (True or False) An advantage of an inventory control system is maintaining an adequate supply of merchandise.

6. (True or False) The dollar method of inventory control tells which items are selling slow.

7. (True or False) Because file or stock cards are so accurate, physical inventories are not required.

8. (True or False) The number of units or supplies on order from suppliers that will be received at a later date is called "stock to be shipped."

9. (True or False) Manufacturers, such as equipment companies, have developed computer software for dealer inventory control.

10. (True or False) Computer companies develop useful business computer software.

11. (True or False) Approximately the same information has to be entered into the computer as is kept on a file or stock card for a good inventory control system to exist.

12. (True or False) Returned merchandise must be accounted for in a good inventory control system.

13. (True or False) Cash registers are available which feed information into a computerized inventory control system.

14. (True or False) A perpetual inventory system must begin with a physical inventory.

15. (True or False) In a perpetual inventory system, the next step after the physical inventory is to obtain credit slips.

Check-Out Activity Sheet

INVENTORYING PARTS AND ACCESSORIES WHEN USING CARD FILE INVENTORY SYSTEM

ANSWERS

1. False
2. False
3. True
4. True
5. True
6. False
7. False
8. False
9. True
10. True
11. True
12. True
13. True
14. True
15. False

Instructor's Final Checklist

MAINTAINING INVENTORY CONTROL SYSTEMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about maintaining inventory control systems with at least 80 percent accuracy	☐	☐	☐

OPERATING CALCULATING MACHINE TO TOTAL SALES

OBJECTIVE

Given five lists of sales figures, total each with a calculating machine, without error.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly operating a calculating machine to total sales.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. OPERATING CALCULATING MACHINE TO TOTAL SALES	1
Student Self-Check	
I. OPERATING CALCULATING MACHINE TO TOTAL SALES	2
Instructor's Final Checklist	
OPERATING CALCULATING MACHINE TO TOTAL SALES	3

CHECK-OUT ACTIVITY

Your instructor will provide a calculating machine and five columns of sales figures. Total each column.

OPERATING CALCULATING MACHINE TO TOTAL SALES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, OPERATING CALCULATING MACHINE TO TOTAL SALES	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3	Demonstrate the operation of a calculating machine in totaling sales.		
4	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the five lists of sales figures for students to total with a calculator.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

OPERATING CALCULATING MACHINE TO TOTAL SALES

ANSWERS

1. True
2. True
3. Equals
4. Addition
5. Subtraction
6. $2,568.51
7. $884.75
8. $1,436.66
9. $4,062.84
10. $2,005.09

Check-Out Activity Sheet

OPERATING CALCULATING MACHINE TO TOTAL SALES

Directions: Total each of the five columns below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1.	2.	3.	4.	5.
$ 87.20	$ 6.54	$562.63	$ 56.42	$ 37.65
198.23	33.76	.42	25.65	4.73
325.49	56.73	95.88	732.89	961.34
85.94	6.86	2.86	95.73	82.59
15.12	971.53	927.94	126.48	72.24
28.21	54.98	28.49	3.21	283.61
528.15	89.45	98.27	74.92	8.25
6.03	745.27	42.44	49.58	58.59
63.25	5.47	663.82	518.25	43.26
62.93	92.86	52.83	39.26	71.83
392.65	35.42	5.28	62.94	7.33
52.92		739.13	6.23	328.91
692.65		95.85	89.45	3.06
3.52				
844.32				

Check-Out Activity Sheet

OPERATING CALCULATING MACHINE TO TOTAL SALES

ANSWERS

1. $3,386.61
2. $2,098.87
3. $3,315.84
4. $1,881.01
5. $1,963.39

Instructor's Final Checklist

OPERATING CALCULATING MACHINE TO TOTAL SALES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
Using a calculating machine, student totaled five columns of sales figures without error	[ ]	[ ]	[ ]

USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER

OBJECTIVE

Given the year, make, and model number of three pieces of equipment, as well as catalog pages, supply the correct parts information for each.

Given two microfiche film examples, answer questions correctly.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of properly using parts catalog or microfiche to determine part number.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. USING PARTS CATALOG TO DETERMINE PART NUMBER	1
II. USING MICROFICHE TO DETERMINE PART NUMBER	3
Student Self-Checks	
I. USING PARTS CATALOG TO DETERMINE PART NUMBER	2
II. USING MICROFICHE TO DETERMINE PART NUMBER	4
Instructor's Final Checklist	
USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER	6

CHECK-OUT ACTIVITY

Your instructor will provide a copy of Instruction Sheet I and a copy of the Check-Out Activity Sheet. Complete the answers to turn them in to your instructor.

USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, USING PARTS CATALOG TO DETERMINE PART NUMBER	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, USING MICROFICHE TO DETERMINE PART NUMBER	
4	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
5	Get a parts man or other person, including yourself, to demonstrate the correct procedure for using a parts catalog or microfiche to determine part number.		
6	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of Instruction Sheet I and the Check-Out Activity Sheet for each student.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Instruction Sheet I (Located in the student module.) Check-Out Activity Sheet (A Master Copy is provided in this section of the module.)	

Student Self-Check 1

USING PARTS CATALOG TO DETERMINE PART NUMBER

ANSWERS

1. a. D-13815
   b. 228A311
   c. 22
   d. Yes
   e. 8
   f. C81-1-35

2. a. D-12685
   b. 261-8
   c. 25
   d. Main jet adjustment
   e. C71-56

3. a. D-12964
   b. 12AN10
   c. 4
   d. Throttle shaft [illegible]
   e. C81-08-10

Student Self-Check II

USING MICROFICHE TO DETERMINE PART NUMBER

ANSWERS

1. a. 1
   b. Transmission parts for D-7 caterpillar tractor
   c. 51

2. a. 3
   b. 2
   c. 214

3. 98

4. 6 x 4

Check-Out Activity Sheet

USING PARTS CATALOG ON MICROFICHE TO DETERMINE PART NUMBER

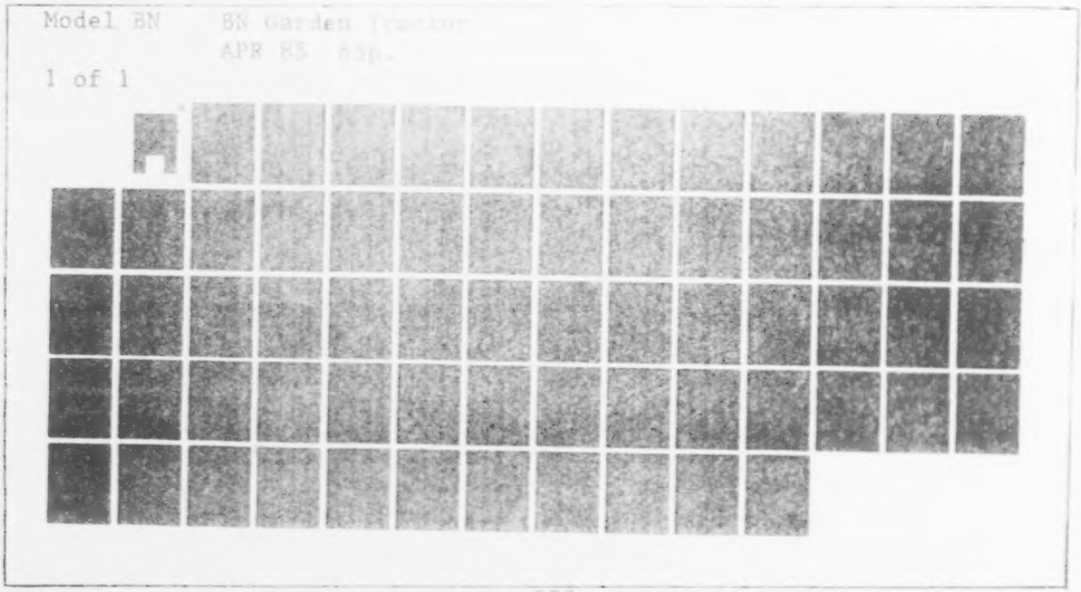
Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation. To answer questions 1-3, use sections 1, 2, and 3 in Instruction Sheet I, taken from Zenith: Service Parts and Carburetor Applications.

1. Find the following information for International Harvester 1977, CUB C60ENG.
   a. What is the current production carburetor number?
   b. What is the carburetor model number?
   c. What page number is at the top of the illustration page for the 68 series carburetor?
   d. What is the reference number of the idle jet?
   e. What is the part number of the choke shaft and lever?

2. Fine the following information for GEHL, 1977 1600cc.
   a. What is the current production carburetor number?
   b. What is the carburetor model number?
   c. What page number is at the top of illustration page for the 228 series carburetor?
   d. What is the name of reference number 8?
   e. What is the part number for the throttle plate and screw?

3. Find the following information for Teledyne Wisconsin 1974 model MVH4D.
   a. What is the current production carburetor number?
   b. What is the carburetor model number?
   c. What page number is at the top of the illustration page for 68 series carburetor?
   d. What is the name of reference number 11?
   e. What is the part number for the Venturi?

Example A

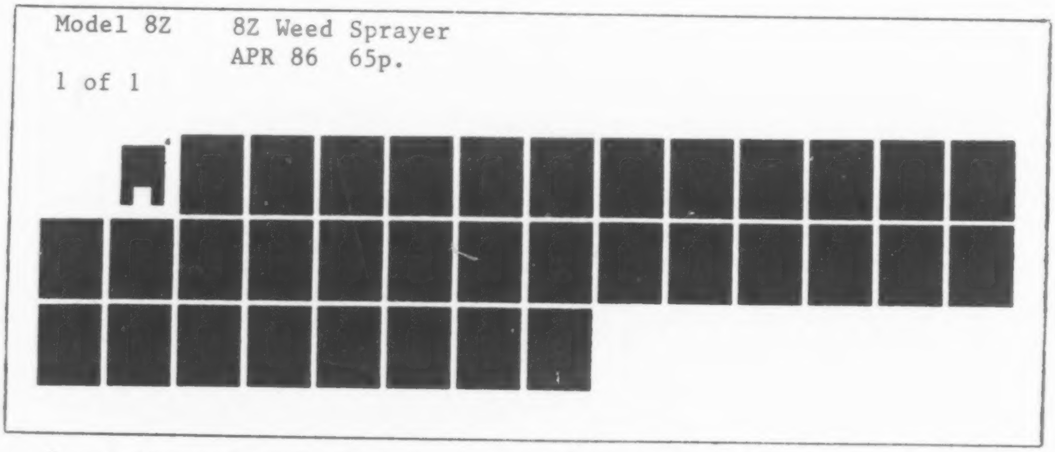


Model BN BN Garden Tractor
APR 85 65p.
1 of 1

Check-Out Activity Sheet, (page 2)

4. Look at microfiche Example 4 and find:
   - a. Title
   - b. Page number
   - c. Number of pages in series
   - d. Total number of data pages in series

Example 5



Model 8Z 8Z Weed Sprayer
APR 86 65p.
1 of 1

5. Look at microfiche Example 5 and find the following information:
   - a. Title
   - b. Page number
   - c. Number of pages in series
   - d. Total number of data pages in series

Check-Out Activity Sheet

USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER

ANSWERS

1. a. 0-13794
   b. 684Y7 or 78YY7 (There is a mistake in the catalog.)
   c. 17
   d. 3
   e. C108-320-2
2. a. 0-13818
   b. 228SBX9
   c. 22
   d. Fuel valve and seat
   e. C21-50-S
3. a. 0-13309
   b. 68-7
   c. 17
   d. Float and axle
   e. C38-51-17
4. a. BN Garden Tractor
   b. 1
   c. 1
   d. 65
5. a. 8Z Weed Sprayer
   b. 1
   c. 1
   d. 34

Instructor's Final Checklist

USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
1. Given the year, make, and model of three pieces of equipment and a sample parts catalog, student supplied the following information correctly for each of the three:			
a. Current production carburetor number	☐	☐	☐
b. Carburetor model	☐	☐	☐
c. Identified the page number at the top of the illustrations page	☐	☐	☐
d. Provided name or reference number for one part	☐	☐	☐
e. Provided part number for one part	☐	☐	☐
2. Given two sample microfiche films, student correctly supplied the following information:			
a. Title	☐	☐	☐
b. Page number	☐	☐	☐
c. Number of pages in series	☐	☐	☐
d. Total number of data pages in series	☐	☐	☐

MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS

OBJECTIVE

Given a test about measuring, weighing, and packaging agricultural products, complete the test with at least 80 percent accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The students will realize the importance of learning about measuring, weighing, and packaging agricultural products.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. MEASURING AND WEIGHING AGRICULTURAL PRODUCTS	1
II. PACKAGING AGRICULTURAL PRODUCTS	3
Student Self-Check	
I. MEASURING AND WEIGHING AGRICULTURAL PRODUCTS	2
II. PACKAGING AGRICULTURAL PRODUCTS	4
Instructor's Final Checklist	
MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS .	5

CHECK-OUT ACTIVITY

Your instructor will provide a test about measuring, weighing, and packaging agricultural products. Complete the test.

MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I, MEASURING AND WEIGHING AGRICULTURAL PRODUCTS	
2	Student Self-Check I	--An Answer Key is provided in this section of the manual.	
3		Instruction Sheet II, PACKAGING AGRICULTURAL PRODUCTS	
4	Student Self-Check II	--An Answer Key is provided in this section of the manual.	
5	Use the Instructor's Final Checklist to evaluate each student's performance. Provide a copy of the test for each student's check-out activity. An answer key is provided in this section of the manual.	--Copies of the Instructor's Final Checklist (A Master Copy is provided in this section of the manual.) --Copies of the Check-Out Activity Sheet (A Master Copy is provided in this section of the manual.)	

Student Self-Check I

MEASURING AND WEIGHING AGRICULTURAL PRODUCTS

ANSWERS

1. True
2. True
3. False
4. True
5. False
6. True
7. True
8. False
9. False
10. True

Student Self-Check II

PACKAGING AGRICULTURAL PRODUCTS

ANSWERS

1. False
2. True
3. False
4. True
5. True
6. True
7. True
8. False
9. True
10. True

Check-Out Activity Sheet

MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS

Directions: Answer the questions listed below. Give your answers to your instructor for evaluation.

1. (True or False) Scales used to sell agricultural products are subject to inspection and certification by the Department of Agriculture.
2. (True or False) Most bathroom scales can be used to weigh agricultural products for sale.
3. (True or False) Selling by weight in u-pick operations avoids the controversy of overfilling containers.
4. (True or False) Newer scales have digital readouts.
5. (True or False) The platform is what holds the scales up.
6. (True or False) Sweet corn is often sold by the ear or dozen.
7. (True or False) A bushel is equal to 16 quarts.
8. (True or False) A peck is one-half bushel.
9. (True or False) Many agricultural products are packaged in warehouses.
10. (True or False) Newer shipping crates are lighter and easier to handle than some of the older crates.

Check-Out Activity Sheet

MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS

ANSWERS

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. True

Instructor's Final Checklist

MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about measuring, weighing, and packaging agricultural products with at least 80 percent accuracy	[ ]	[ ]	[ ]

AGRICULTURAL BUSINESS SUPPLIES AND SERVICES

INSTRUCTOR'S PACKAGE

(MODULES ABSS)

STUDENT PACKAGE

KENTUCKY DEPARTMENT OF EDUCATION
PRINTED WITH STATE FUNDS

Agribusiness Supplies and Services

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

INTRODUCTION

Businesses operate under many local, state, and federal laws. These laws are set up to establish, protect, and/or control consumers, businesses, employees, employers, competition, communication, utilities, foods and drugs, stocks and bonds, land use, building codes, patents, copyrights, taxes, licensing, and any number of other things. One of a manager's jobs is to understand the legal responsibilities of a business based on these laws. In this module you will develop an understanding of the legal responsibilities of a business serving the public.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about the legal responsibility of a business serving the public, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC,

   (or) ____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC.

3. LISTEN to a speaker from the Small Business Administration discuss the legal responsibility of a business serving the public,

   (or) ____

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

A business must abide by laws which affect its relationship to other businesses, its employees, consumers, and so on. In this module you will learn about laws and regulations which affect businesses.

Most small businessmen agree that some governmental regulation is necessary for everyone's protection. However, many small businessmen feel that there is too much regulation by too many different departments and agencies, particularly at the federal level. It is felt that these agencies are far removed from local day to day operations. It is also possible for regulations from two agencies to overlap or to occasionally contradict each other.

Obtaining Legal Advice and Representation

Many legal problems can be avoided or held to a minimum by careful planning based on good advice. Small Business Administration pamphlets and personnel can help; other businessmen can help; but often a lawyer is needed. A good lawyer can make suggestions that will help you stay out of legal difficulty. If a problem should occur, a lawyer can help get the issue resolved.

Choose a lawyer carefully, as your business success can depend on it. Do not rely on the advice of non-business friends or neighbors in selecting a lawyer. Ask other business people about a lawyer, and try to find one that is knowledgeable and experienced in the areas that are important in your business.

A lawyer should help advise you on the type of business organization under which a business should operate. A lawyer should also give advice on taxes, protection of the business, consumer protection, and all areas of regulation.

Regulation of Business and Fair Competition

There are many laws and regulations which are aimed at controlling monopolies and preventing unfair business practices. A monopoly is what happens when there is no competition. The product or service is only available from one source. Since this makes it possible for the supplier to charge almost any price for the product or service, it is advantageous for the consumer to avoid such a situation. A large company taking over every other company that competes with it would soon have a monopoly. Therefore, takeovers are regulated to keep competition healthy. If a particular business becomes quite profitable, a new business will likely be started to get a share of the profits, thus increasing the competition.

Regulations that affect business include those that protect property rights. Patents protect an invention from being copied for 17 years. A copyright can be obtained on literary or artistic works, including books. A copyright is good for the author's life plus 50 years. Special names or symbols are protected by trademarks.

Many regulations about products and advertising are primarily aimed at protecting the consumer, but may also protect a business. For example, regulations about advertising can keep a businessman from using dishonest advertising to take unfair advantage of a competitor. Packaging (weight and measure) regulations keep a competitor from putting too little or too much into a package and, thus, having an unfair competetive advantage. Labeling and grading regulations have a similar effect. Building codes and zoning laws may protect a business from undesirable neighbors or poor construction or design next door.

Protecting the Consumer

One of the most important protections for consumers is the warranty. The warranty is a statement that tells the buyer about the quality or performance of the product. Some parts may be warrantied for longer than others on the same product. Most consumers look for the expressed warranty, such as a 2-year warranty on a television picture tube. Minimum warranty standards for products over $15.00 in price and which are normally for personal or home use are set by law. A written warranty is not required, but if one is provided certain specified items of information must be included.

Most products that have a written warranty have a limited warranty rather than a full warranty. That means there are restrictions, such as limiting replacement or repair to a specified length of time. The product often has to be returned to a specified service center for repair or replacement. Many warranties limit the liability of the seller to the price of the product. For example, defective film will be replaced, but there is a statement that no compensation for the loss of the pictures is expressed or implied.

General exaggerated claims of a salesman are not considered a warranty. However, if specific information about a product is misrepresented or mistakenly given, this would usually be considered a warranty.

The best consumer protection is education. The old saying, "buyer beware," is still good advice. Know as much about the product and dealer as you can.

Zoning laws and building codes keep business from developing in the middle of residential neighborhoods and keep substandard buildings from being built. Most zoning laws would prohibit a livestock yard next to an apartment complex or a bar next to a church, or a very noisy industry next to a school.

Businesses must follow environmental regulations which have been designed to protect the public from pollution. Quality standards have generally increased for all areas of the environment to improve the air, water, and other resources.

Many consumer laws also cover loans, credit, credit cards, contracts, foods, drugs, cosmetics, safety standards, and weights and measures. In many states the control of a number of these items is the job of the department of agriculture. The next time you buy gasoline, look for the inspection seal on the pump showing that the pump has been checked for accuracy by someone from the Department of Agriculture.

Business Taxes and Government Reports

Operation, organization, and even location of a business may be affected by business taxes. Companies may add and drop divisions largely because of tax incentives or problems. Major changes in the tax laws can greatly change the profit picture of a business.

In selecting building sites, businesses are careful to examine the taxes they will have to pay. Businesses may move from one geographical location to another based on differences in taxes. Any new local or state tax may cause a business to re-evaluate its location and how the tax affects its competitive position and profits.

Laws and Regulations Relating to Employees

Contracts which relate to employment are important to both the business and employee. The contract will likely cover such things as a trial or probationary period, notice of termination of employment, evaluation procedures, raises, and benefits. Some of the terms of employment are stipulated by state or federal law. For example, minimum wage laws, required workers' compensation insurance, and equal opportunity employment all affect employees. Labor unions and other agreements may affect employment.

For more information about laws and regulations relating to employees, see Module ABSS-3.36, UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT.

Student Self-Check I

UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Most small businessmen feel that there is too much regulation.
2. (True or False) Many legal problems can be avoided or held to a minimum by careful planning.
3. (True or False) If you have a good lawyer you don't have to follow regulations.
4. (True or False) A major concern of the federal government is to protect and encourage monopolies.
5. (True or False) If a business becomes very profitable, competition for the business is likely to occur.
6. (True or False) A trademark is used to protect an invention.
7. (True or False) Many regulations about products and advertising are primarily aimed at protecting the consumer.
8. (True or False) Zoning laws may protect a business from undesirable neighbors.
9. (True or False) All products that sell for more than $15.00 must have a written warranty.
10. (True or False) Taxes may affect the operation, organization, and location of a business.

Instructor's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	**Not Accomplished**	**Not Applicable**
The student completed a test about the legal responsibility of a business serving the public with at least 80% accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, UNDERSTANDING THE LEGAL RESPONSIBILITY OF A BUSINESS SERVING THE PUBLIC.

Your instructor will provide a test about the legal responsibility of a business serving the public. Complete the test.

Module ABSS-3.03

Agribusiness Supplies and Services

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

INTRODUCTION

Many authorities on business management identify five functions of management: planning, organizing, directing, controlling, and coordinating. The planning and controlling functions often get less attention from owner-managers of small business than they should. One way to strengthen both of these functions is through setting effective goals or objectives.

Long range goals or objectives for sales, profits, competitive position, development of people, and industrial relations must be established. Then, goals or objectives are set for the current year which will lead towards the accomplishment of the long range goals.

In this module you will learn about objectives for the business that will promote business growth.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about objectives that will promote business growth, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH*

Traditionally, people have worked according to job descriptions that list the activities of the job. The goals or objectives approach, on the other hand, stresses results. Operating the entire business based on goals or objectives has become known as Management By Objectives (MBO). Let's look at an example. Suppose that a credit manager's job description simply says that the credit manager supervises the credit operations of the company. The activities of the credit manager are then listed. Under MBO, the credit manager could have five or six goals covering important aspects of the work. One goal might be to increase credit sales enough to support a 15 percent increase in sales.

The traditional job description for a personnel specialist might include language about conducting the recruiting program for your company. Under MBO, the specialist's work might be covered in five or six goals--one which could be "recruit five new employees in specified categories by July 1."

Thus, MBO looks for results, not activities. With MBO, you view the job in terms of what it should achieve. Activity is never the essential element. It is merely an intermediate step leading to the desired result.

The Complete MBO Program

Management By Objectives may be used in all kinds of organizations. But not everyone has had the same degree of success in using this concept. From examining those MBO programs that failed, it is clear that the programs were incomplete.

The minimum requirements for an MBO program are:

1. Each manager's job includes five to ten goals expressed in specific, measurable terms.
2. Each manager reporting to one superior proposes his or her goals to that person in writing. When both agree on each goal, a final written statement of the goal is prepared.
3. Each goal consists of the statement of the goal, how it will be measured, and the work steps necessary to complete it.
4. Results are systematically determined at regular intervals (at least quarterly) and compared with the goals.
5. When progress towards goals is not in accordance with your plans, problems are identified and corrective action is taken.
6. Goals at each level of management are related to the level above and the level below.

Goal or Objective Setting

Goals for each manager are the crucial element in any MBO system. Goals at middle levels of management must be consistent with those at top levels. Goals of first line supervisors must relate to those at middle levels. Goals prepared by the manager responsible for certain steps in a large processing operation must tie in with those of managers responsible for other steps in the processing. And all goals must relate to and support long range objectives for the company.

Each manager will probably find five to eight goals are enough to cover important areas of the job. These are the elements on which to judge the manager's performance. Of course, other duties which do not fall into the above goals should not be neglected. But they are of secondary importance.

At the start of an MBO program, managers undergo a learning period. They must learn how to prepare a goal which will make them stretch but is not beyond their capabilities. They must learn to develop ways to effectively measure their performance. They must learn to anticipate real problems which threaten the achievement of the goals and then take steps to cope with the problems.

During this learning period, managers should first set a few goals. Then as they learn how to develop and achieve goals, the coverage and number of goals can be extended.

Kinds of Goals

When managers begin to set goals, they may want to know what areas are suitable for goal setting. What are the really important aspects of their jobs rather than that part which is most visible to them? How can they be sure that their program is balanced for the long haul, rather than just reacting to immediate, pressing problems? How can they set goals which are most likely to help them control their jobs?

It might be useful for them to have a classification of goals that suggests areas of opportunity. Generally, each manager should have five to eight goals. One or two goals in each of these areas should be helpful:

1. Regular work goals.

2. Problem solving goals.

3. Innovative goals.

4. Development goals.

Regular work refers to those activities which make up the major part of the manager's responsibilities. The head of production would be primarily concerned with the amount, quality, and efficiency of production. The head of marketing would be primarily concerned with developing and conducting the market research and sales programs. Each manager should be able to find opportunities to operate more efficiently, to improve the quality of the product or service, and to expand the total amount produced or marketed.

Problem solving goals will give managers an opportunity to define their major problems. Then, they may set a goal to eliminate each one. There is no danger of anyone ever running out of problems. New problems or new versions of old problems always seem to replace those overcome.

Innovative goals may be viewed the same way. A goal for innovation may apply to an actual problem. But, some innovation may not deal with a problem. For example, the head of building management sets a goal to invigorate the employee suggestion program by putting five suggestions into effect during the next four months. There was no specific problem to be solved; the manager was just trying to do the best job possible.

The development goal recognizes how important the development of employees is to the business. Managers can be encouraged to develop their people just as they are to produce more effectively. Every manager must be to some extent a teacher and coach; each manager must plan for the employees' continued growth in both technical areas and in working together effectively.

By asking managers to set at least one goal in the four areas listed above, their eyes may be opened to possibilities they had not seen before. The goal setting process can be a very useful educational step, even for those who are primarily specialists.

Progress Reports

An MBO program without provision for regular reports on progress is worthless. That is why some articles and books on MBO call the concept MBO/R. The "R" refers to results. Nothing is accomplished by setting goals or objectives unless the program calls for a regular review of progress towards results.

A monthly or quarterly review of progress towards goals will help determine where progress is below expectations. For example, suppose that one of the goals calls for a reduction of overtime by 50 percent this year, and the first quarter reduction is only 15 percent. A special effort must be exerted in the succeeding quarters to regain the lost ground or the goal will not be achieved by the end of the year. When progress is below expectations, the problem or problems holding back progress should be identified and assigned to someone, usually the manager, for resolution. Make these assignments part of the company MBO files so that responsibility for correcting the problem areas cannot be evaded.

Performance Evaluation

It is important to evaluate the performance of every person in some way, either formally or informally. When managers are working to achieve a full set of five to eight goals, their ability to get results on each goal can be a good, objective measure of performance.

Traditional performance evaluation systems have been strongly criticized because they deal with subjective matters such as leadership qualities, rather than the more objective measure of results. Evaluating performance by MBO, while objective, is a complex task, which must be undertaken with care by someone who fully understands MBO. Failure to reach goals can be a result of setting the wrong objectives in the first place, the existence of organizational restrictions not taken into account, inadequate or improper measures of goal achievement, personal failure, or a combination of factors.

*Adapted from the following publication: Raymond F. Pelissier, Planning and Goal Setting for Small Business, Management Aids Number 2.010. Washington, D.C.: Small Business Administration, 1986.

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Student Self-Check I

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Traditionally, people have worked according to goals or objectives.
2. (True or False) Under an MBO program each manager should have 5-10 goals.
3. (True or False) Each manager, as a first step, should prepare a final written statement of each goal.
4. (True or False) In MBO, results are systematically determined at regular intervals.
5. (True or False) In MBO, goals at each level of management are related to the level above and the level below.
6. (True or False) Regular work goals give managers an opportunity to define their major problems.
7. (True or False) Progress reports are an important part of a successful MBO system.

Instructor's Final Checklist

DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about objectives for the business that will promote business growth	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, DEVELOPING OBJECTIVES FOR THE BUSINESS THAT WILL PROMOTE BUSINESS GROWTH.

Your instructor will provide a test about objectives for the business that will promote business growth. Complete the test.

Agribusiness Supplies and Services

UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION

INTRODUCTION

An understanding of the four basic types of business organizations is important both to employees and to people considering starting a new business. Many factors must be considered in choosing the best type of organization. In this module you will learn about advantages and disadvantages of each type.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given descriptions of four (4) types of businesses, indicate the basic organization of each business. This should be done with 100 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SINGLE OWNERSHIP (PROPRIETORSHIP),
   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, SINGLE OWNERSHIP (PROPRIETORSHIP).

3. READ Instruction Sheet II, GENERAL PARTNERSHIP,
   (or)____

4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, GENERAL PARTNERSHIP.

5. READ Instruction Sheet III, CORPORATIONS,
   (or)____

6. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, CORPORATIONS.

7. READ Instruction Sheet IV, COOPERATIVES,
   (or)____

8. CHECK YOUR KNOWLEDGE by completing Student Self-Check IV, COOPERATIVES.

9. ARANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Certainly, a successful proprietorship will require more than a good craftsman, salesperson, or technician. Good management is a necessity without which many businesses, large and small, fail.

Summary: In a proprietorship one person provides the work and money needed to own his/her own business. The owner may keep all the profits, but the owner must also be responsible for all the losses.

Instruction Sheet I

SINGLE OWNERSHIP (PROPRIETORSHIP)*

A business owned by one person is a single ownership or proprietorship. One person provides the work and money needed to own and operate his/her own business. The owner may keep all of the profits, but the responsibility for assuming all losses is the owner's, too. Success or failure of the business rests on the shoulders of the individual owner.

There are six generally accepted advantages for the proprietorship business:

1. Ease of beginning business
2. Pride of ownership
3. Owner receives all profits
4. Direct employer-to-employee relations
5. Freedom from special property and income taxes
6. Ease of dissolving business

Individual owners usually can expect five disadvantages in a sole proprietorship.

1. Limited capital or money
2. Limited management ability
3. Owner bears all losses
4. Liability for all business debts
5. Death or illness may cause business to close.

While you may learn these advantages and disadvantages, you will be wise to get other information to increase your understanding. A better knowledge of the good and the not-so-good features of a proprietorship may help you decide whether or not to set up your own business. Good decisions are always made on good, complete information. A proprietor may be his own boss, but he must make all the decisions, too. As you study this type of business further, you will probably discover other advantages and disadvantages that are common to proprietorships in some kinds of enterprise, but not all.

Money
Management
Debts
Profits
Resources

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Student Self-Check I

SINGLE OWNERSHIP (PROPRIETORSHIP)

Directions: On a separate sheet of paper write the number of each statement below that describes a single ownership (proprietorship). Check to see if your answers are correct according to the procedure established by your instructor.

1. The business is a one-person business.
2. Several people provide the work and money needed to operate the business.
3. One person can keep all the profits made from the business.
4. A group of people are responsible for all debts.
5. Only two people are responsible for all debts.
6. Death or illness can cause the business to close.
7. The owner is totally responsible for the debts, even if s(he) must sell his/her own car or home to pay the debts.
8. The employer has person-to-person contact with the employees.
9. The business has to pay special income taxes.
10. The business does not have to pay special property or income taxes.

Instruction Sheet II

GENERAL PARTNERSHIP*

Most partnerships are general partnerships. Each partner is responsible for the firm's debts and shares in the profits equally or according to an agreement.

When people go into business together, they must think out the arrangements and details and then agree on them before risking their money, time, work, reputations, and friendship. The partnership agreement should always be written down and signed in front of witnesses. Responsibility for each area of the business should be put in the agreement. Many legal problems can be avoided through the use of legal advisors in drawing up the agreement. This will reduce misunderstandings and conflicts later that may cause partners to disagree to the point of closing the business.

Partnerships have some generally accepted advantages:

1. Greater efficiency is achieved by pooling of skills, experience, and judgment.
2. More sources of money are available, and credit is better.
3. Tax liability is lower.
4. Operating expenses may be reduced.

Likewise, partnerships have some disadvantages:

1. Profits are divided.
2. Partners may disagree.
3. Each partner is completely responsible for all business debts.
4. Each partner is bound by contracts of other partner. In other words, if one partner is sued, the others can be sued also.
5. Sources of money may be limited.
6. Length of partnership is uncertain unless specified in agreement.
7. Withdrawing from partnership in an agreeable or friendly way is difficult.

Instruction Sheet II (page 2)

Some businesses, like some people, are better suited to partnership arrangements. You should thoroughly study the advantages and disadvantages as well as your personal preferences before entering a partnership. The person (or persons) with whom you might enter a partnership is a very important point. Friends sometimes become enemies after becoming business partners. This also applies to relatives in many cases. For this reason the research, planning, and discussions that possible partners do will be vital to the business' success or failure. They may decide that their business plan was not such a good idea, after all. Or they may decide that it definitely is good business to enter as partners. Either decision is better for the business and the possible partners when an agreement is reached and agreed on prior to setting up the enterprise.

Agree to share:
- Resources
- Work
- Profits
- Losses
- Legal Responsibility

Summary: In a partnership, two or more people own and operate a business together. They agree on some division of the work and money needed to run the business. They arrange to share debts, losses, and profits. If one partner is at fault, all the other partners can be sued also.

*Adapted from: Employability Skills: Basic Types of Business Organization, Module ES-30. Frankfort, KY: Kentucky State Department of Education.

Student Self-Check II

GENERAL PARTNERSHIP

Directions: Write the answers to the following questions on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. List at least three advantages of a partnership.

2. What are some things that should be done before going into a partnership?

3. ______________ partner is responsible for all business debts.

4. How many people are needed to form a partnership?

5. How should the length of a partnership be specified or spelled out?

6. Whether a partnership feature is an advantage or disadvantage is usually determined by ________________, ________________, and ________________.

7. In partnerships, what four resources are usually pooled or put together?

8. Partners divide the work and money needed to run the business, and share ________________, ________________, and ________________.

Instruction Sheet III

CORPORATIONS*

A corporation is a business that is owned by several or many people. The owners buy stock in the company. They are called shareholders or stockholders. A business must receive a document, called a charter, from the state in which it intends to operate a business. Then it is a corporation, and usually carries Inc. after the name of the company. "General Business, Inc." means that the company is incorporated (is a corporation).

A corporation is legally considered to be a person. This means that the corporation has the same legal responsibilities as a person. It can sue, be sued, own property, and make debts. All the shareholders or stockholders (owners), however, cannot be sued for the corporation's actions; just the corporation, itself, can be sued.

1. Ownership is divided into equal parts, or shares.

2. Stockholders, or shareholders, own the business.

3. Stockholders elect directors.

4. Directors set up plans and policies and appoint offices.

5. Officers are usually a president, secretary, and treasurer in a small corporation.

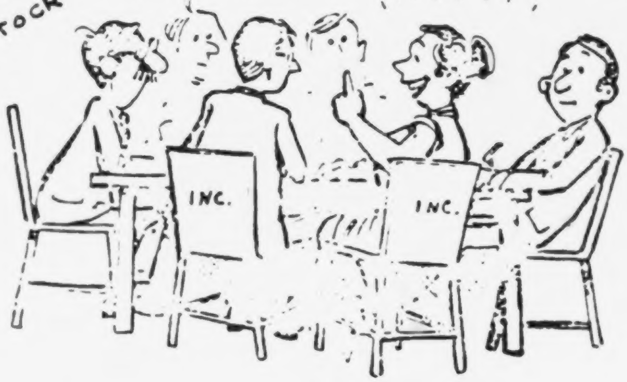
6. Management of the business, day-to-day, is the officers' responsibility.

7. Officers may hire additional employees to help operate the business.

Corporations have advantages:

1. The owners (shareholders) cannot usually be sued for the company's actions. The most they can lose is the value of the business.

2. Continuous existence of the business.



· owners buy shares of stock

· owners receive portion of company earnings

· owners not personally responsible for company debts

· owners cannot be sued individually

3. More capital, or money, for the business.

4. Easy transfer of investment in the business.

Corporations also have some disadvantages:

1. Greater government control of the business.

2. Lack of personal interest by the employees.

3. High taxes on the business.

4. Limitations of credit for the business.

5. High operating expenses of the business.

Summary: Many people can share ownership of a corporation by buying stock. They do not necessarily take part in day-to-day management decisions. An owner can share in the corporation's earnings, but can lose no more than his/her investment in the corporation. An individual owner is not responsible for the debts of a corporation and cannot be sued for its actions.

*Adapted from: Employability Skills: Basic Types of Business Organization, Module ES-30. Frankfort, KY: Kentucky State Department of Education.

Student Self-Check III

CORPORATIONS

Directions: On a separate sheet of paper answer the questions below. Check to see if your answers are correct, according to the procedure established by your instructor.

1. A corporation is basically the legal equal of a _________________.
2. How many officers does a small corporation usually have?______ Name them.

   ____

3. People who own a corporation are called _________________.
4. Directors are elected by _________________.
5. _________________ manage the corporation's business.
6. A _________________ gives a corporation its legal existence in the form of _________________.
7. How can a corporation cease to exist?
8. A stockholder can share in the corporation's earnings but can lose _________________.
9. List at least four advantages, as defined in Instruction Sheet III, of a corporation.
10. What does "Inc." following a company's name mean?

Instruction Sheet IV

COOPERATIVES*

A cooperative is a business that is owned by its members. The primary emphasis of most cooperatives is providing goods or services for its members. Cooperatives have been widely used by farmers and have made purchasing and marketing advantages available to groups of farmers that would be impossible on an individual basis. A cooperative is usually incorporated so that members are not individually responsible for the cooperatives' actions or debts.

Unique features of the cooperative business corporation:

1. Cooperatives are formed primarily to serve their members.
2. Basic policy is determined at general meetings open to all members.
3. The members elect a board of directors, who make the management decisions.
4. Each member has one vote, regardless of the number of shares of stock that he owns.
5. Excess net margin from the business is returned to members (owners) as patronage refunds. The size of the refund depends upon the amount of business the member has transacted through the cooperative.

Other characteristics of a cooperative business corporation:

1. Like the corporation, the members (owners of shares of stock) are the sole owners of the business.
2. Also like the corporation, capital for the business is supplied by the owners (members through the purchase of stock).
3. Cooperatives pay all taxes as required by law. They do not pay taxes on profits because they are non-profit businesses. Individuals are personally responsible for paying any income tax owed on refunds received.

Instruction Sheet IV, (page 2)

Cooperatives have certain advantages:

1. Each member has a say in the cooperative.
2. Minimal investment is usually required for membership.
3. The cooperative is set up to serve the members.
4. Taxes are not paid by the cooperative income.

Cooperatives also have disadvantages:

1. It is often difficult to get agreement from a large memberhsip on how the cooperative should be run.
2. The board of directors, in the short run, may not follow the wishes of the membership.
3. Since earning a return on stock may be a lower priority, the return on stock is likely to be lower than a corporation.

Summary: A cooperative is owned by its members. Each member has one vote. Net profits are divided according to the amount of use the member has made of the cooperative (for example, the amount of goods bought.)

*Adapted from: Harold R. Binkley and Charles W. Byers, Core Course of Study in Agribusiness Occupations. Lexington, KY: University of Kentucky, 1973.

Student Self-Check IV

COOPERATIVES

Directions: Answer the questions below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) A cooperative can be incorporated to protect its members.
2. (True or False) Basic policy is voted on by all the members.
3. (True or False) The number of votes each member has is based on the number of shares of stock owned.
4. (True or False) Profits are divided equally among each member.
5. (True or False) Capital for a cooperative is raised by selling stock.
6. (True or False) Cooperatives pay taxes on income just like a corporation.
7. (True or False) Minimal investment is required to become a cooperative member.
8. A cooperative is owned by ________________ ________________.
9. The major purpose of a cooperative is to provide ________________ and/or ________________ to its members.
10. Management decisions are made by the ________________ ______ ________________.

Instructor's Final Checklist

UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student named the basic type of business organization for each of the four descriptions	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, UNDERSTANDING THE TYPES OF BUSINESS ORGANIZATION.

Your instructor will provide descriptions of four basic types of business organizations. Correctly identify each type of organization and write your answers on a separate sheet of paper. Turn the paper in to your instructor.

Module ABSS-3.06

Agribusiness Supplies and Services

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

INTRODUCTION

The major factors to look at in starting a business are natural resources, capital, labor, education, size of business, profit potential, and management. In this module you will learn to understand and apply the basic requirements for starting a business.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about understanding and applying the basic requirements for starting a business, complete the test with at least 80% accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS*

Since most businesses require a substantial commitment for an extended period of time, it is important that you like the business in which you become engaged. However, even if you like the business, you also need to evaluate factors such as natural resources, capital, labor, education, size of business, profit potential, and management before starting a business.

Natural Resources

Natural resources are the physical and climatic features of the earth. Different businesses have different natural resource requirements. Most natural resources can only be managed and can not be drastically changed. Water is a very important resource. Most businesses require a good source of clean water that is safe for human drinking. Disposal and water pollution must also be considered in locating a business. Soil is not only important in agricultural production but also for the building and development of most businesses. Physical land area is important for most types of business development. Since most natural resources cannot be expanded, it is important to locate a business where it can be successful.

Capital

Capital, or available money, is the limiting factor in starting many new businesses. Capital for a new business may be needed to buy property and equipment, for investment, and as operating cash. Since risk is involved in any business, most lenders will only loan a percentage of the total capital needed to start a business.

Labor

The type and size of the business greatly affect the amount and skill of labor needed. Before starting a business it is important to determine labor needs and availability. The price of hiring employees and the number available vary with location and should be carefully evaluated. For example, many agricultural businesses are somewhat seasonal in their labor requirements and may require extra part-time workers during peak times. One needs to assess the availability of such workers.

Education

An important factor in locating a business is the educational level of potential employees and the education offered in the area. Many businesses will not locate in an area unless the schools are accredited by the regional accrediting agency. Having a vocational school, community college, or university nearby can also influence persons to move to the area, making it easier to attract a good labor force.

Size of Business

In considering the size of business it is important to determine whether the business is large enough to produce a reasonable living or if it can be operated on a part-time basis. One should also think about expansion possibilities for the future.

Profit Potential

The main purpose of a business is to produce a profit. A business should only be started if there is a reasonable expectation of producing a profit. The better profit potential a business has, the better the opportunity for success would appear. If the profit from a business is extremely high it is, however, sure to attract competition from other business men.

Management

Modern businesses require good management. In fact, management is probably the biggest challenge in most businesses. Natural resources, capital, labor, and education are of little use without good management. A good manager must be able to make important decisions even under difficult circumstances.

Managers are often asked to make several decisions at the same time. Not only must good decisions be made but it is important that they be carried out. After the decision has been carried out it should be evaluated to see if changes are needed and to help with future decisions.

Each of these factors is very important to a business. A serious problem in any one of the factors can cause a business to fail, just as a chain is only as strong as its weakest link.

*Adapted from: Harold R. Binkley and Charles W. Byers, Core Course of Study in Agribusiness Occupations. Lexington, KY: University of Kentucky, 1973.

Student Self-Check I

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Most businesses require a substantial commitment for an extended period of time.

2. (True or False) Most natural resources can be rather easily changed by man.

3. (True or False) Since most businesses build on soil, largely covering it with concrete, the type of soil is not very important.

4. (True or False) Capital is the limiting factor in starting many new businesses.

5. (True or False) The type and size of the business affect the skill and amount of labor needed for a business.

6. (True or False) Labor supply and costs are quite standard across the country.

7. (True or False) Management is probably the biggest challenge in most businesses.

8. (True or False) A severe deficiency of any one of the following factors can cause a business to fail: natural resources, capital, labor, size of business, education, profit potential, and management.

Instructor's Final Checklist

UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about understanding and applying the basic requirements for starting a business . .	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, UNDERSTANDING AND APPLYING THE BASIC REQUIREMENTS FOR STARTING A BUSINESS.

Your instructor will provide a test about understanding and applying the basic requirements for starting a business. Complete the test.

Agribusiness Supplies and Services

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

INTRODUCTION

Financial statements are important sources of information on which to base decisions about a business. A decision to expand or to cut back might be based on information found in the financial statement. Financial statements may also be used by lenders and suppliers to determine how much credit should be given to a business. Employees and unions may use the financial statement in asking for wages and benefits. Investors may use the financial statement to determine how much they are willing to pay for stock. In this module you will learn how to prepare and interpret a financial statement of the business.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given financial information about a business, prepare a financial statement to the satisfaction of your instructor.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

A financial statement is an extensive summary of financial data of a business for a given period of time. Most financial statements are done on a monthly, quarterly, and/or yearly basis. The two basic types of financial statements are the income statement and the balance sheet.

Income Statement

The income statement, or profit-or-loss statement as it is also called, is made up of three parts: income, expenses, and profit (or loss). Income is the total revenue including products and services sold plus other income such as interest and refunds.

Expenses usually include all operating expenses of the business. Since the cost of goods is a major expense in many businesses, it is subtracted directly from the total income. The result is called the gross profit or income. Other expenses include wages, equipment and supplies, repair, depreciation, advertising, utilities, and miscellaneous expenses.

If a company sold $173,000 worth of materials, received $81,000 for services, and earned $4,100 interest, total income for the year would be $258,100. If expenses included $114,000 for materials, $58,000 for wages and benefits, $12,000 for equipment and supplies, depreciation of $7,500, advertising costs of $3,500, utilities $4,800, and miscellaneous $2,200, expenses would total $202,000. Subtracting $202,000 from $258,100 leaves $56,100 net profit before taxes. The income statement would look like the following example.

XYZ Company
Income Statement
January 1 to December 31, 1986

INCOME	
Income from materials	$173,000
Income from services	81,000
Interest Income	4,100
Total Income	$258,100
EXPENSES	
Expenses for materials	$114,000
Wages and benefits	58,000
Equipment and supplies	12,000
Depreciation	7,500
Advertising	3,500
Utilities	4,800
Miscellaneous	2,200
Total expenses	$202,000
Net Profit or Loss Before Taxes (income less expenses)	$ 56,100

Balance Sheet

A balance sheet or statement of financial position includes assets, liabilities, and capital. Assets are the things owned by the business such as goods, cash, and buildings. Liabilities are the things which the business owes such as a mortgage, interest due, utility bills, wages, and other debts. Capital or net worth is the result of subtracting the liabilities from the assets. Assets equal liabilities plus capital.

If a business has $110,000 of goods on hand, $31,000 cash, $45,000 worth of land, $45,000 worth of buildings, $14,000 worth of equipment, $7,000 of accounts receivable, the total assets are $252,000.

If the same company has as liabilities $58,000 mortgage on land and buildings, $8,500 interest due, $3,100 utility bills, $6,000 wages, $31,000 owed for goods, $900 miscellaneous owed, then the total liabilities are $107,500. The capital is assets minus liabilities or $144,500 ($252,000 - $107,500). The balance sheet would look as follows:

XYZ Company
Balance Sheet
January 1 to December 31, 1986

ASSETS	
Goods on hand	$110,000
Cash	31,000
Land	45,000
Buildings	45,000
Equipment	14,000
Accounts receivable	7,000
Total Assets	$252,000
LIABILITIES	
Mortgage	$ 58,000
Interest	8,500
Utility bills	3,100
Wages	6,000
Owed for goods	31,000
Miscellaneous	900
Total Liabilities	$107,500
Total Capital	$144,500
Total Liabilities and Capital	$252,000

Interpreting Financial Statements

The bottom line is the profit or net worth of a business. Some businesses fluctuate greatly from one year to the next, and an occasional bad year must be expected. Analyzing the financial statement can improve business decisions. The budget can be compared to the financial statement. The financial statement for one month can be compared to any other month. One quarter's financial statement can be compared with another quarter, or a year's financial statement can be compared with another year's financial statement.

Another useful tool for analysis of a business is to figure ratios of expenses to income or ratios of given items of income or expense to the total income or expense. Most business consultants, including persons from the Small Business Administration, can provide comparative figures for similar businesses.

For example, from the income statement of the XYZ Company we can see that the income from materials is $173,000 and the expenses for materials are $114,000. The expenses are 66% of the income with a ratio of 2 parts expense to 3 parts income. The markup on the material is 50% of the cost.

These figures would provide useful comparisons with similar businesses. If the ratio is excessively high for any area of expenses, an analysis should be made, and, if possible, steps should be taken to lower that item of expense. For example, if wages and benefits are well above average for that type of business in the area, a determination of why this is true should be made. If it is practical, make changes to improve the situation.

Student Self-Check I

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) A financial statement is an extensive summary of financial data of a business for a given period of time.
2. (True or False) Most financial statements are done for a five year period.
3. (True or False) The two basic types of financial statements are the expense sheet and the revenue sheet.
4. (True or False) Income on a financial statement is the total revenue.
5. (True or False) Expenses on a financial statement usually include all operating expenses of the business.
6. (True or False) Assets are what a business owes.
7. (True or False) Capital is things owned by a business such as goods, cash, or buildings.
8. (True or False) The bottom line of the financial statement is profit or net worth.
9. The profit or loss statement is also known as the ____________ ____________.
10. The profit or loss statement is made up of the following three parts: ________________, ________________, and ________________.

Instructor's Final Checklist

PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
Given financial information about a business, student completed a financial statement as follows:			
Properly completed income	[ ]	[ ]	[ ]
Properly completed expenses	[ ]	[ ]	[ ]
Calculated and listed profit	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING AND INTERPRETING A FINANCIAL STATEMENT OF THE BUSINESS.

Your instructor will provide financial figures for a business. Complete a financial statement for the business.

Module ABSS-3.11

Agribusiness Supplies and Services

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

INTRODUCTION

The most important goal for a business is to make a profit. Most budgets are prepared as to make the most profit. However, limitations such as capital, markets, and labor may also affect budget decisions. In this module you will learn about using business goals in preparing a total business budget.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about using business goals for preparing a total business budget, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

Business goals must be flexible and change as competition and demand for products changes. Many large businesses that started in one or a group of closely related agricultural products have shown flexibility and diversification by adding divisions in other agricultural or non-agricultural products.

Business goals help all the employees of a business see where the business is headed. Operating procedures based on those goals help each employee contribute to the unity and purpose of the business. The goals, then, are used to prepare a total business budget.

There is often conflict between short-term and long-term goals and their effect on budgeting. Maximizing profits in the short-term may lower long-term profits. If the long-term goals are given very high priority as compared to the short-term, lower returns on investment may discourage investors and actually slow development and expansion of the business.

Steps in Developing a Budget Using Business Goals

A budget can be used to further define goals, but also to provide control and checks to see that goals are being attained. The following steps are important in preparing a budget:

1. Set up a committee to prepare the budget. Set dates for each step of the process to be completed.
2. Study the goals of the business, its organization, and its history.
3. Study the income and expenses of the business.
4. Determine the procedures to be followed, the action to be taken in preparing the budget, and the component parts to be developed.
5. Determine the records needed to prepare and evaluate the budget.
6. Determine the length of time to be covered by the budget.
7. Determine how often budget information will be reported, who is to report, and who will get the information.
8. Determine who is responsible for meeting budget goals and/or checking progress toward the goals.
9. Determine who suggests and/or approves budget changes.

Prediction: An Important Tool in Preparing the Budget

An important aspect of budget preparation is predicting income (usually sales) and expenses (purchases, labor, etc.) One method of prediction is to look at the past and then project that the same things will happen in the future. Since change is likely, caution must be used with this method.

Models can be developed that not only consider the past but weight (give emphasis to) the most important factors or influences in making predictions. The weights given various factors may in part be judgemental and show personal biases of persons making the predictions.

Another technique for making predictions is simulation. With simulation various income and expense items can be changed and the results can be calculated. The computer assists greatly in the ability to simulate a large number of business operations.

Still another way of making predictions is checking with "experts" within and/or outside the business. When this is done only inside the business, it may be a case of collective ignorance. Using outside persons, however, can result in disagreement or a lack of understanding about the goals of the business. Be aware of these possibilities and mix the two groups of experts when feasable.

Larger businesses may have whole departments that work at predicting future sales and then analyzing their predictions to further improve future predictions.

Purchasing departments can predict or forecast costs of items to be purchased. After the predictions are made and the budget is being prepared,it is important to continually refer back to the goals of the business. As the budget is implemented it should be evaluated in light of how it is helping to attain the goals.

Student Self-Check I

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Many large businesses have shown flexibility and diversification by adding divisions.
2. (True or False) Business goals help all the employees of a business see where the business is headed.
3. (True or False) Over emphasis on long term goals can actually slow development and expansion of the business.
4. (True or False) A committee should be established to prepare a budget.
5. (True or False) Part of the budget process is to study the goals of the business.
6. (True or False) Since it is difficult to evaluate progress in a budget except at the end of a year, that is the time to do it.
7. (True or False) Judgements which enter into predictions can show bias.

Instructor's Final Checklist

USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about using business goals for preparing a total business budget with at least 80 percent accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, USING BUSINESS GOALS FOR PREPARING A TOTAL BUSINESS BUDGET.

Your instructor will provide a test about using business goals for preparing a total business budget.

Module ABSS-3.17

Agribusiness Supplies and Services

GRANTING CREDIT

INTRODUCTION

Businesses grant a number of different types of credit such as regular credit, installment credit, and revolving credit. Because of competition, businesses may be forced into granting credit, but they still must determine to whom they will grant credit. The cost of credit may be the difference between profit and loss in a business. In this module you will learn about granting credit.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about granting credit, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, GRANTING CREDIT,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, GRANTING CREDIT.
3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

GRANTING CREDIT

Credit granted to customers is known as retail or trade credit. If one or more competing businesses grant credit to customers, then others will need to also grant credit in order to remain competitive. Retail businesses may provide credit to customers using several types of credit plans. Different types of businesses tend to use different credit plans.

Regular Credit

Regular credit or open accounts are common in a number of agricultural businesses. The customer may charge at any time and is billed and expected to pay at a specified time. When this type of credit is offered to businesses or large customers, discounts may be given for prompt payment. One to five percent discount may be offered if payment is made sometime within 30 days. Billing is usually done once a month. More companies are going to a staggered billing system where a third of the bills are sent every 10 days to spread out the bookkeeping and other operations.

Installment Credit

Installment credit is used for larger purchases to spread payments over a longer time. The customer usually pays interest and makes monthly payments as long as several years on an expensive item like a car. In an installment purchase, customers usually make a down payment and sign a contract stating that they will make the monthly payments. Legal ownership remains with the business until all payments are made. If the customer does not make the payments, the seller can repossess (take back) the purchase. Since installment credit can be used for long periods of time, businesses need to calculate the cost of this credit carefully and realize that their capital can be tied up for long periods of time.

Revolving Credit

Revolving credit is a combination of regular credit and installment credit. The customer usually has a credit limit (line of credit) and can make purchases up to that limit at any time. If the full amount is paid off each month, then there is usually no finance charge. Minimum monthly payments are due if the total is not paid, and interest is charged, usually from about 14 to 21 percent. There may also be a minimum charge.

Many stores issue credit cards which operate like revolving credit. A separate credit card is used for each store.

Banks issue credit cards such as Visa and Master Card which can be used many places. These cards are used like revolving credit and may also be used to obtain instant cash loans. Businesses are charged a fee when a customer uses a bank card.

Other Credit

Some stores use a lay-away plan where the customer makes a down payment and then makes payments until all payments have been made. The business keeps the merchandise until all charges are paid.

Some businesses give short term credit for 60, 90, or 180 days with no interest. This credit, known as a budget plan, is for larger items like appliances, tires, or furniture. Some businesses require monthly payments while others may accept a lump sum payment.

Credit Applications

Each customer that wants credit is asked to fill out an application. The application asks questions that help a business decide if the customer is a good risk. Credit agencies also provide credit information which helps businesses make credit decisions.

Cost of Granting Credit

The decision to offer credit may be based on the ability of the business to compete rather than the cost of providing credit. It is still important to be able to determine the approximate cost of granting credit.

One cost of credit is the interest on the money that is used. Since the customer usually pays no interest for a month, this lost interest is a cost to the business.

Most businesses borrow money at an annual percentage rate near to somewhat above the prime rate. The prime rate is the rate set for the banks' best customers. The prime rate may vary from one bank to another and will affect the cost of credit.

If a business had granted $10,000 one month in credit at 10 percent interest, what would be the cost of interest? Ten percent of $10,000 is $1,000. Since this amount is for a year, divide $1,000 by 12 and get $85 for the cost of interest for the month. If credit is allowed beyond the first month, the customer is usually charged for it so that the business does not have it as an expense.

A second cost of granting credit is the expense of unpaid credit accounts. This is a greater problem for agricultural businesses when farmers are facing very difficult economic times and cannot pay their bills. If a business collects 92 percent of its accounts, then $10,000 in credit sales would mean $10,000 - 9200 (92 percent) equals $800 that they would not collect. This $800 is part of the cost of granting credit.

The direct cost of credit on $10,000 worth of sales, then, is $800 (unpaid accounts) plus $85 (interest costs) or $885. In addition, there are indirect costs such as bookkeeping, bills, envelopes, postage, etc.

It may also be necessary to hire a collection agency to collect some accounts or even take legal action, which again costs the business money.

It may take an accountant to figure the exact cost of granting credit. Business consultants, such as those available from the Small Business Administration, can help estimate the cost of granting credit or even actually calculate the cost of granting credit.

Student Self-Check I

GRANTING CREDIT

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) The main reason businesses grant credit is to make money from interest.
2. (True or False) Different types of businesses tend to use different credit plans.
3. (True or False) Discounts may be offered for prompt payment of bills.
4. (True or False) It is normal in installment credit to pay the entire account balance in one lump sum.
5. (True or False) Revolving credit is a combination of regular credit and installment credit.
6. (True or False) Interest is usually charged on all revolving credit accounts.
7. (True or False) One advantage to the customer of a revolving credit account is that monthly payments are not required.
8. If a business had $6100 out on regular and revolving credit for a month and the business was paying 11 percent interest, what would be the cost of the interest to the business?
9. If the business in question 8 collected 95 percent of its credit sales, what would the loss be for uncollected accounts?
10. If a business had $13,000 out on regular or revolving credit for a month and the business was paying 10.5 percent interest, what would be the cost of interest to the business?

Instructor's Final Checklist

GRANTING CREDIT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
Given a test about granting credit, complete the test with at least 80 percent accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, GRANTING CREDIT.

Your instructor will provide a test about granting credit. Complete the test.

Module ABSS-3.20

Agribusiness Supplies and Services

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

INTRODUCTION

To effectively use the futures market it is helpful to know the relationships of cash grain prices to futures prices. In this module you will learn about the relationships of cash grain prices to futures.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about the relationships of cash grain prices to futures, complete the test with at least 80% accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES,

   (or) ____________________

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

The futures price of any grain is the price that buyers and sellers are willing to agree on for a specified time and place for delivery in the future. The predicted total grain production and quality of grain has a marked influence on the futures price. Production and quality of grain may be high in one state or country and low in another. These factors off-set each other and help stabilize market prices, but predicted changes tend to influence futures prices. The expected demand for the crop also helps determine the futures price. Opinions about legislation, shopping habits of consumers, changes in currency rates, import and export policies, etc., affect futures prices.

The futures price is, in effect, the forecast of what buyers and sellers expect the price in the future to be for a given time and location. If they expect the price to be higher they will buy, thus driving the price up. A big change in expected supply or demand for a particular grain will generally raise or lower the price. As the price of a particular grain rises, some substitution of other grains may be made. For example, if corn being fed to livestock gets very expensive, wheat and soybeans are used instead of the corn. If enough wheat and soybeans are used the price for them will rise.

Only limited amounts of grain can be used at harvest, and much of the grain must be stored for later use. Therefore, the major factor which causes the futures price of grain to increase is the cost of storage. As a result, the futures price generally goes up from one harvest time until the next harvest.

If futures prices are high, producers may try to increase production to take advantage of the higher price. If future prices are low, producers may cut back production. These changes in production will usually bring prices back toward the normal.

Cash Prices May Differ From Futures Prices

Futures prices are quotes for delivering a designated quality of grain at a specific place at a specific time. The delivery place (or places) is set forth in the rules governing the futures contract. The delivery time consists of certain designated days during the delivery month.

It follows that grain delivered to a different place or at a different time is likely to have a different price. Such differences do, in fact, exist and are due primarily to differences in transportation and storage costs.

Storage prices for grain not only include the actual cost of physical facilities (buildings), but shrinkage or damage and quality deterioration of the grain, interest on capital, and insurance costs. Buyers are willing to pay a higher futures price knowing they have a future supply of grain that they do not have to store and that they will get the grain at the agreed upon price.

Transportation costs are affected by the distance from a market and the types of transportation used. For great distances, barge is usually cheaper than rail. Rail is usually less than truck.

Although the number of price possibilities is practically unlimited, futures prices are usually higher than cash prices. For example, in a locality that normally ships its grain to buyers in Chicago, the cash price of corn in January is likely to be below the March futures price by the cost of shipping grain to Chicago plus the carrying charge for storing grain from January to March. (If freight cost is 30¢ a bushel and carrying charges are 4¢ a month, the local cash price in January might be below the March futures price by a total of 38¢ a bushel).

Local cash prices are not always less than futures prices. In some areas of the country that enjoy a location advantage in relation to Chicago, cash prices are frequently or even consistently higher than futures prices. The amount of the advantage in any given month is as in any other community, affected by storage costs. For example, if in January the local cash price is 20¢ over the July futures price and carrying charges are 4¢ a month, the local price in February may be 24¢ over the July futures price. And by March it may be 28¢ over the July futures price.

Relationship of Cash Prices to Futures Prices

Local cash prices and futures prices usually move up and down together in the short run. However, this is not always true. Major supply-demand developments that affect futures prices generally have a similar impact on local cash prices. Developments affecting prices might include news that some particular nation is in or out of the market for American grain, or that the worldwide supply is up or down, or that livestock numbers are larger or smaller than expected. On the other hand, a change in the demand for corn or wheat or soybeans in Chicago does not necessarily mean there will be a corresponding change--or any change at all, for that matter--in the demand for corn or wheat or soybeans in the community of Localville.

It is even possible for futures prices and the cash price in a particular community to move in opposite directions. Such could be the case, for example, if the overall demand for corn was weak (thereby having a depressing effect on futures prices) but export demand for corn at Gulf ports was especially strong. Or if local processors or feedlots were in urgent need of corn. A community with a favorable location in relation to the area of demand could thus enjoy an increase in price even though futures prices were dropping.

Even so, the fact remains that futures prices provide the best available barometer of changes in world supply and demand. As a result, short-term changes in cash and futures prices--up as well as down--tend to occur together. Certainly not penny for penny and certainly not always, but usually changes will occur together. As will be seen, it is the relative predictability of the relationship between cash and futures prices that makes hedging possible.

*Adapted from: Understanding Basis--the Economics of Where and When. Chicago, IL: Chicago Board of Trade, n.d.

Student Self-Check I

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Opinions about legislation and changes in the currency rate usually affect futures prices.
2. (True or False) Some grains can be substituted for other grains.
3. (True or False) Production can be changed based on futures prices.
4. (True or False) The delivery time consists of certain designated days during the delivery month.
5. (True or False) If grain prices go up on one market, other markets will soon follow.
6. Explain the general effect of expected production on the futures price.

Instructor's Final Checklist

EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about the relationships of cash grain prices to futures prices	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, EXPLAINING THE RELATIONSHIPS OF CASH GRAIN PRICES TO FUTURES.

Your instructor will provide a test about the relationships of cash grain prices to futures. Complete the test.

Agribusiness Supplies and Services

LOCATING AND INTERPRETING MARKET INFORMATION

INTRODUCTION

Locating and interpreting marketing information may be as important to the success of a business as locating markets themselves. Good market information properly interpreted is essential to good decision making and marketing. There are many sources of market information, and the best one for a business depends on the size of business and the commodities being marketed. In this module you will learn about locating and interpreting market information.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about locating and interpreting information, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, LOCATING SOURCES OF MARKET INFORMATION,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, LOCATING SOURCES OF MARKET INFORMATION.
3. READ Instruction Sheet II, INTERPRETING MARKET INFORMATION,
   (or)____
4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, INTERPRETING MARKETING INFORMATION.
5. LISTEN to a speaker on the subject of locating and interpreting market information.
6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

LOCATING SOURCES OF MARKET INFORMATION*

Marketing information about food and food processing is available from both public and private sources. Many marketing publications directly or indirectly affect agricultural marketing. The United States Department of Agriculture (USDA) is the primary source of public agriculture marketing information.

Hundreds of publications cover all areas of marketing and all kinds of related areas. Some publications provide long range predictions, some predict general trends, others have up-to-the-minute price quotations on specific commodities or futures prices.

So many excellent sources of market information are available that it is impossible to list even a representative sampling in this module. The following is a selected list of USDA market information sources.

Market News

The Federal-State Market News Service reports up-to-the-minute information on prices, supply, and demand for most agricultural commodities. This information aids producers, wholesalers, and others in the marketing chain in deciding where and when to buy or sell. The industry voluntarily provides the information on which market news reports are based.

Market reporters interview buyers and sellers at major terminal markets and in production and consumption areas throughout the country. Information gathered in one area is distributed rapidly to other areas through USDA's nationwide telecommunication system. It is then released by telephone, mail, and through newspapers, radio, and television.

Through increased use of automatic telephone-answering devices, the market news service is able to provide current information 24 hours a day in many areas. The taped reports are changed several times a day as more information is gathered.

In FY 84 the Federal-State Market News Service employed 180 Federal reporters who covered 1,792 markets. Some 2,522,000 printed reports were issued for various market forms of numerous commodities including dairy products, fruits and vegetables, livestock and meat, poultry, eggs, cotton, and tobacco. Newspapers, radios, T.V., and other media carry parts of these reports daily. Computer services also offer this information.

Statistical Reporting Service

An orderly production and marketing system depends on an accurate and current accounting of potential output, available stocks, and the other factors that influence agriculture.

The Statistical Reporting Service (SRS), through its Washington, D.C. headquarters and 44 field offices serving all states, annually publishes hundreds of reports detailing production and prospects for crops, livestock, dairy, and poultry. Other releases outline stocks, prices, labor, and weather, and similar items of concern to farmers and ranchers and those associated with agriculture.

Geared toward producers, this information can help them plan their planting, feeding, breeding, and marketing programs. The data also are used by agricultural services and businesses, trade groups and financial organizations to determine needed inputs, resources, transportation, and storage related to crop and livestock products.

Information for these continuing series of estimates is gathered from the producers. Contact is made by mail survey, and telephone and personal interview. For such major crops as corn, cotton, wheat, and soybeans, special on-the-spot counts and measurements of plant development are made in a cross-section of fields throughout the Nation. All the raw indications from these varied sources are summarized by the SRS office serving that State and sent to the agency's Crop Reporting Board in Washington, D.C., which sets and issues the official estimates for states and the nation. All reports are released at scheduled times and the information is readily available to the public through the Crop Reporting Board and the Government Printing Office.

Crop Reporting Board Reports

The Crop Reporting Board of USDA's Statistical Reporting Service estimates production, stocks, inventories, disposition, utilization, and prices of agricultural commodities. Publications issued by the Crop Reporting Board and its 44 State Statistical Offices are for sale. Information about ordering publications is available from the Crop Reporting Board, USDA, 5829-S, Washington, D.C. 20250, phone 202/447-4020.

Economic Research Service (ERS)

ERS does research and analysis covering various topics related to agriculture and rural America. Production and marketing of major commodities is one area of study. Analysts make projections for supply, demand, and use of specific crops, dairy products, or livestock. They predict farm income and food prices.

Another major area of research is foreign agriculture and trade. Economists assess foreign developments and agricultural policies to determine their impact on U.S. foreign agricultural trade.

Use, conservation, and development of natural resources as they affect economic growth are also covered.

ERS economists examine rural population, employment, and housing trends, and rural people's economic adjustment problems.

Performance of the agriculture industry, including the production, processing, and marketing sectors, is another important area that is routinely assessed by ERS.

Economic Research Service Reports

All periodicals from the Economic Research Service are available on a paid subscription basis through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The subscription prices listed for periodicals are subject to change without notice. For an order form or additional details, contact: EMS Information, Room 228, New York Ave., N.W., USDA, Washington, D.C. 20005-4788, phone 202/786-1494.

Agricultural Economics Research is a quarterly containing technical articles on methods and findings of research in agricultural economics. It includes interim reports on work in progress and articles on new areas of research. Each issue carries book reviews. Yearly subscriptions are $13.00. Send request and remittance to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Place phone orders by dialing 202/783-3238.

Outlook and Situation Reports analyze supply, demand, use, trade, and prices of major crops, livestock, and dairy and poultry products in text, tables, and charts.

The series includes the following 32-page reports at $13.00 for three issues per year: Feed; Cotton & Wool; Diary; Oil Crops; Fruit; Sugar & Sweetener; Tobacco; Vegetable; and Wheat.

Four issues of Agricultural Exports cost $13.00; two issues of Rice and Inputs are $11.00; and four issues of Livestock & Poultry are for sale for $16.00. the 11 World Agriculture regional reports are $32.00; and four issues of World Agriculture are $15.00.

Annual reports include: Agricultural Finance; and Agricultural Land Values and Markets. Prices determined upon publication. Ordering details are available through EMS Information.

The Agricultural Outlook report pools USDA's latest analyses of commodity supplies and demand, world agricultural trade, food marketing, farm inputs, agricultural policy, transportation and storage, and related developments, and provides USDA's official estimates of farm income and food prices. Special articles range from international trade policies to U.S. land use and availability. Published 11 times a year and averaging 48 pages, including 6 pages of charts and 20 pages of statistical tables, at an annual subscription rate of $36.00.

Foreign Agricultural Trade of the United States is a bimonthly statistical report on farm exports and imports. Each issue of about 90 pages contains short feature articles that highlight current developments in farm trade, international prices, food aid, and similar topics. Subscribers also receive two annual supplements containing trade data for the fiscal year and calendar year. Subscription price is $26.00.

The Economic Indicators of the Farm Sector series contains five reports that explore the economic status of U.S. farms and farm operator income and expenses. "National and State Financial Data" summarize farming's financial status. "Production and Efficiency Statistics" is keyed to changes in production, management, and labor practices. "Farm Sector Review" analyzes all economic accounts and marketing data for food and fiber. "Costs of Production" presents final average cost estimates for major agricultural commodities. The subscription price is $19.00 domestic.

Farmline, published 11 times a year, provides broad coverage of major ERS research and analysis, with emphasis on how current agricultural economic developments affect American farmers, business people, and consumers. Directed at a general audience, Farmline illuminates data and complex trends with striking charges that drive home key points. Subscription rate is $24.00.

The Reports catalogue provides descriptions and prices of all current ERS publications, including monographs. To be placed on its free mailing list, write to EMS Information, Room 237, 1301 New York Ave., N.W., USDA, Washington, D.C. 20005-4788.

National Food Review, a quarterly, covers developments, issues, and programs relating to food economics. Objective, in-depth articles detailing the latest Economic Research Service information and prepared for economists, nutritionists, educators, consumer advisors, food industry representatives, and others who need to keep posted on current developments in food economics. The annual subscription price is $8.50. Order from EMS Information.

Weekly Weather & Crop Bulletin, a weekly publication of the Departments of Commerce and Agriculture, summarizes weather and its effect on crops for the previous week. Condensed summaries give both weather and farm progress for all states. Order Weekly Weather & Crop Bulletin, Room 5844-South Bldg., USDA, Washington, D.C. 20250. Subscriptions are $25 per year. Check with persons familiar with the particular commodity that you are interested in for more information.

*Adapted from: 1986 Fact Book of U.S. Agriculture, Washington, D.C.: United States Department of Agriculture.

Student Self-Check I

LOCATING SOURCES OF MARKET INFORMATION

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) The U.S. Department of Commerce is the primary source of public agriculture marketing information.
2. (True or False) The Federal-State Market News Service reports up-to-the-minute information on prices of agricultural commodities.
3. (True or False) Market reporters interview buyers and sellers at major terminal markets for the Federal-State Market News Service Reports.
4. (True or False) The Statistical Reporting Service publishes hundreds of reports geared toward market brokers.
5. (True or False) All Statistical Reporting Service reports are released as soon as the information is available.
6. (True or False) The Economic Research Service does research on foreign agriculture and trade.
7. (True or False) The Economic Research Service routinely assesses the marketing sector of the agricultural industry.

Instruction Sheet II

INTERPRETING MARKET INFORMATION

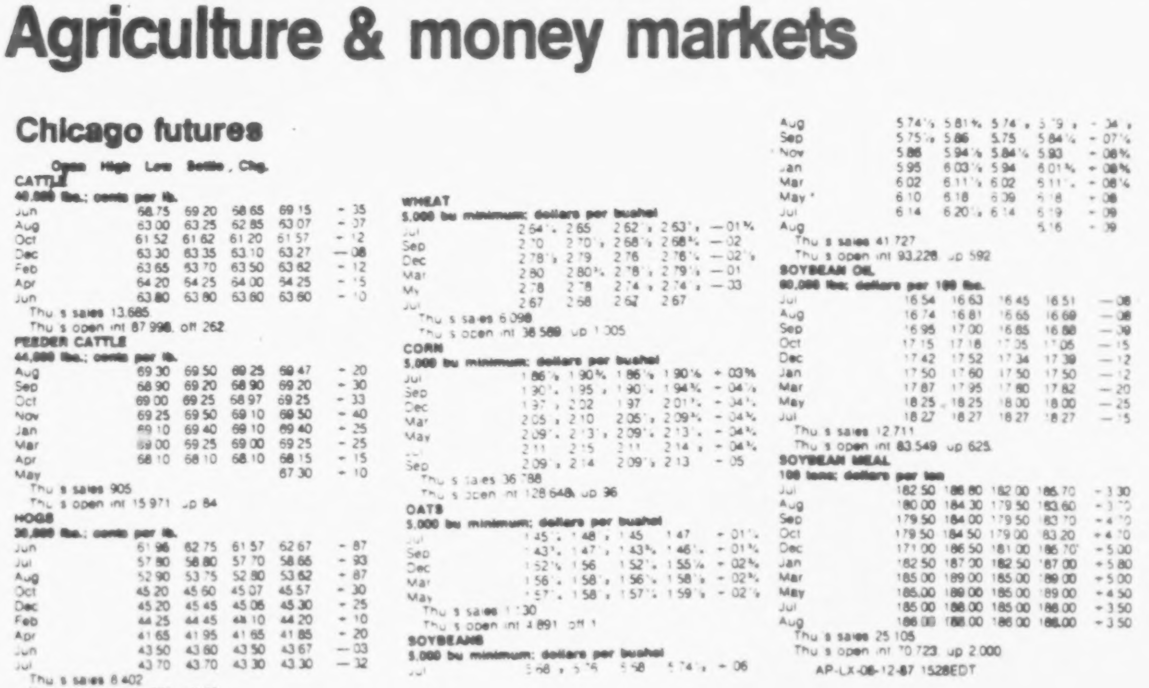
Market information on agricultural commodities is available in newspapers, on the radio and T.V., and in various types of commodity reports and bulletins. Much of the information which is reported comes from the Federal-State Market News Service. Many newspapers use information at a set time from the previous marketing day. For example, the Wall Street Journal uses cash prices as of 4 p.m., Eastern Standard Time for the day before publication, and also for the same day a year earlier.

Most market reports include both cash prices and futures prices. With the use of futures markets as a hedge, this information has become increasingly important. Many market reports give information on metals and petroleum, in addition to commodities. Some reports also include futures on bonds, lumber, foreign currency, and any other important area.

Futures Prices

Futures prices are listed by commodity exchange. In Lexington, futures are generally given for Chicago. In the western end of Kentucky where commodities are transported down the Mississippi River, the New Orleans Exchange is important. Futures prices may be listed under a major heading, such as Agriculture and Money Markets, or may just be listed as Futures Prices or Chicago Futures.

Under the Futures heading are five subheadings: Open, High, Low, Settle, and Change. The following excerpt from the Saturday, June 13, 1987, Lexington Herald-Leader shows how this market information looks.



Agriculture & money markets

Chicago futures

	Open	High	Low	Settle	Chg.
CATTLE					
40,000 lbs.; cents per lb.					
Jun	68.75	69.20	68.65	69.15	+.35
Aug	63.00	63.25	62.85	63.07	+.07
Oct	61.52	61.62	61.20	61.57	+.12
Dec	63.30	63.35	63.10	63.27	—.08
Feb	63.65	63.70	63.50	63.62	+.12
Apr	64.20	64.25	64.00	64.25	+.15
Jun	63.80	63.80	63.60	63.60	+.10
Thu's sales 13,685.					
Thu's open int 87,996, off 262.					
FEEDER CATTLE					
44,000 lbs.; cents per lb.					
Aug	69.30	69.50	69.25	69.47	+.20
Sep	68.90	69.20	68.90	69.20	+.30
Oct	69.00	69.25	68.97	69.25	+.33
Nov	69.25	69.50	69.10	69.50	+.40
Jan	69.10	69.40	69.10	69.40	+.25
Mar	69.00	69.25	69.00	69.25	+.25
Apr	68.10	68.10	68.10	68.15	+.15
May				67.30	+.10
Thu's sales 905.					
Thu's open int 15,971, up 84.					
HOGS					
30,000 lbs.; cents per lb.					
Jun	61.96	62.75	61.57	62.67	+.87
Jul	57.80	58.80	57.70	58.65	+.93
Aug	52.90	53.75	52.80	53.62	+.87
Oct	45.20	45.60	45.07	45.57	+.30
Dec	45.20	45.45	45.06	45.30	+.25
Feb	44.25	44.45	44.10	44.20	+.10
Apr	41.65	41.95	41.65	41.85	+.20
Jun	43.50	43.60	43.50	43.67	—.03
Jul	43.70	43.70	43.30	43.30	—.32
Thu's sales 8,402.					
Thu's open int 34,276, off 39.					
WHEAT					
5,000 bu minimum; dollars per bushel					
Jul	2.64¼	2.65	2.62½	2.63¼	—.01¾
Sep	2.70	2.70½	2.68½	2.68¾	—.02
Dec	2.78½	2.79	2.76	2.76¼	—.02½
Mar	2.80	2.80¾	2.78½	2.79½	—.01
My	2.78	2.78	2.74½	2.74½	—.03
Jul	2.67	2.68	2.67	2.67	
Thu's sales 6,098.					
Thu's open int 38,569, up 1,005.					
CORN					
5,000 bu minimum; dollars per bushel					
Jul	1.86½	1.90¾	1.86½	1.90½	+.03¾
Sep	1.90¼	1.95½	1.90¼	1.94¾	+.04½
Dec	1.97½	2.02	1.97	2.01¾	+.04¼
Mar	2.05½	2.10	2.05½	2.09¾	+.04¾
May	2.09¼	2.13½	2.09¼	2.13¼	+.04¾
Jul	2.11	2.15	2.11	2.14½	+.04¾
Sep	2.09½	2.14	2.09½	2.13	+.05
Thu's sales 36,788.					
Thu's open int 128,648, up 36.					
OATS					
5,000 bu minimum; dollars per bushel					
Jul	1.45¼	1.48½	1.45	1.47	+.01½
Sep	1.43¾	1.47½	1.43¾	1.46½	+.01¾
Dec	1.52½	1.56	1.52¼	1.55½	+.02¾
Mar	1.56¼	1.58½	1.56½	1.58½	+.02¾
May	1.57¼	1.58½	1.57½	1.59½	+.02½
Thu's sales 1,130.					
Thu's open int 4,891, off 1.					
SOYBEANS					
5,000 bu minimum; dollars per bushel					
Jul	5.68½	5.76	5.68	5.74½	+.06
Aug	5.74½	5.81¾	5.74½	5.79½	+.04½
Sep	5.75½	5.86	5.75	5.84½	+.07½
Nov	5.86	5.94½	5.84½	5.93	+.08¾
Jan	5.95	6.03½	5.94	6.01¾	+.08¾
Mar	6.02	6.11½	6.02	6.11¼	+.08¼
May	6.10	6.18	6.09	6.18	+.08
Jul	6.14	6.20½	6.14	6.19	+.09
Aug				5.16	+.09
Thu's sales 41,727.					
Thu's open int 93,228, up 592.					
SOYBEAN OIL					
60,000 lbs; dollars per 100 lbs.					
Jul	16.54	16.63	16.45	16.51	—.08
Aug	16.74	16.81	16.65	16.69	—.08
Sep	16.95	17.00	16.85	16.88	—.09
Oct	17.15	17.18	17.05	17.06	—.15
Dec	17.42	17.52	17.34	17.39	—.12
Jan	17.50	17.60	17.50	17.50	—.12
Mar	17.87	17.95	17.80	17.82	—.20
May	18.25	18.25	18.00	18.00	—.25
Jul	18.27	18.27	18.27	18.27	—.15
Thu's sales 12,711.					
Thu's open int 83,549, up 625.					
SOYBEAN MEAL					
100 tons; dollars per ton					
Jul	182.50	186.80	182.00	185.70	+3.30
Aug	180.00	184.30	179.50	183.60	+3.70
Sep	179.50	184.00	179.50	183.70	+4.70
Oct	179.50	184.50	179.00	183.20	+4.70
Dec	171.00	186.50	181.00	186.70	+5.00
Jan	182.50	187.30	182.50	187.00	+5.80
Mar	185.00	189.00	185.00	189.00	+5.00
May	185.00	189.00	185.00	189.00	+4.50
Jul	185.00	188.00	185.00	188.00	+3.50
Aug	186.00	188.00	186.00	188.00	+3.50
Thu's sales 25,105.					
Thu's open int 70,723, up 2,000.					

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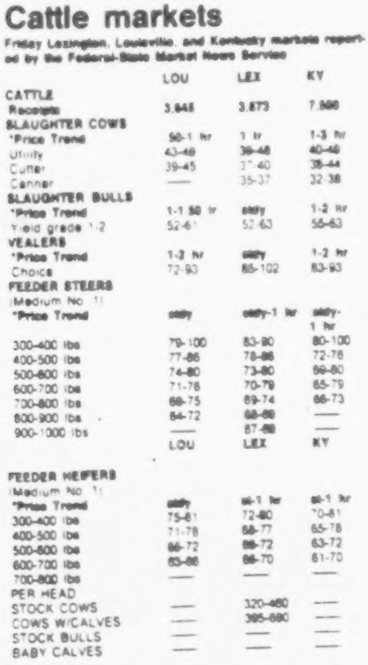
Each commodity for which information is given is listed in bold-print. In the first column on the left, the month the commodity is to be delivered is given. Because of the lack of trading, some months may not be listed or blanks may occur next to a month. Columns two, three, and four list the opening price, the high price, and the low price for the day. The fifth column lists the settlement price. The settlement price is determined during the closing period which usually lasts less than two minutes. A great deal of trading often occurs in this short time. Exchanges have developed various methods to determine what the closing price would be, assuming there was one. The last column, labeled change, shows the difference between this settlement price and the price for the previous day.

Cash Prices

Cash prices are the prices at which commodities are available for immediate delivery. Listings may include the previous day, the day prior to that, prices a year ago, or the price for a particular market or area. The following example from the Saturday, June 13, 1987, Lexington Herald-Leader shows cash cattle markets, hog and sheep markets, and cash grain.

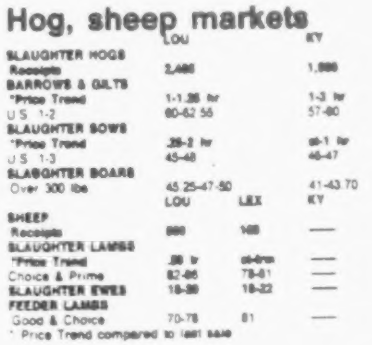


Cattle markets

Friday Lexington, Louisville, and Kentucky markets reported by the Federal-State Market News Service

	LOU	LEX	KY
CATTLE			
Receipts	3,645	3,673	7,500
SLAUGHTER COWS			
*Price Trend	50-1 hr	1 hr	1-3 hr
Utility	43-49	39-48	40-46
Cutter	39-45	37-40	38-44
Canner	—	35-37	32-38
SLAUGHTER BULLS			
*Price Trend	1-1.50 hr	stdy	1-2 hr
Yield grade 1-2	52-61	52-63	56-63
VEALERS			
*Price Trend	1-2 hr	stdy	1-2 hr
Choice	72-93	85-102	83-93
FEEDER STEERS			
(Medium No. 1)			
*Price Trend	stdy	stdy-1 hr	stdy-1 hr
300-400 lbs	79-100	83-90	80-100
400-500 lbs	77-86	78-86	72-76
500-600 lbs	74-80	73-80	69-80
600-700 lbs	71-76	70-79	65-79
700-800 lbs	69-75	69-74	66-73
800-900 lbs	64-72	68-69	—
900-1000 lbs	—	67-68	—

	LOU	LEX	KY
FEEDER HEIFERS			
(Medium No. 1)			
*Price Trend	stdy	st-1 hr	st-1 hr
300-400 lbs	75-81	72-80	70-81
400-500 lbs	71-78	68-77	65-78
500-600 lbs	66-72	66-72	63-72
600-700 lbs	63-66	66-70	61-70
700-800 lbs	—	—	—
PER HEAD			
STOCK COWS	—	320-460	—
COWS W/CALVES	—	395-680	—
STOCK BULLS	—	—	—
BABY CALVES	—	—	—

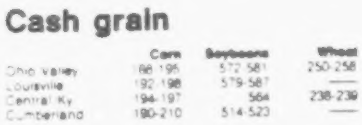


Hog, sheep markets

	LOU	KY
SLAUGHTER HOGS		
Receipts	2,400	1,800
BARROWS & GILTS		
*Price Trend	1-1.25 hr	1-3 hr
U.S. 1-2	60-62.55	57-60
SLAUGHTER SOWS		
*Price Trend	.25-2 hr	st-1 hr
U.S. 1-3	45-48	46-47
SLAUGHTER BOARS		
Over 300 lbs	45.25-47.50	41-43.70

	LOU	LEX	KY
SHEEP			
Receipts	800	148	—
SLAUGHTER LAMBS			
*Price Trend	.50 lr	st-frm	—
Choice & Prime	82-86	78-81	—
SLAUGHTER EWES	18-30	18-22	—
FEEDER LAMBS			
Good & Choice	70-78	81	—

* Price Trend compared to last sale



Cash grain

	Corn	Soybeans	Wheat
Ohio Valley	186-195	572-581	250-258
Louisville	192-198	579-587	—
Central Ky	194-197	564	238-239
Cumberland	190-210	514-523	—

Student Self-Check II

INTERPRETING MARKET INFORMATION

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Much of the market information reported comes from the Federal-State Market News Service.
2. (True or False) Most newspaper market reports include both cash and futures prices.
3. (True or False) Many market reports give information on metals and petroleum.
4. (True or False) There are usually 10-12 subheadings below the futures heading.
5. (True or False) In the futures listing every month is followed by a list of figures.
6. (True or False) The settlement price is the average of the day's trading.
7. (True or False) A great deal of trading often occurs during the closing period on the futures market.
8. (True or False) The price trends listed in the livestock market show how today's price compares to a year ago.

Instructor's Final Checklist

LOCATING AND INTERPRETING MARKET INFORMATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
Given a test about locating and interpreting market information, complete the test with at least 80% accuracy .	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, LOCATING AND INTERPRETING MARKET INFORMATION.

Your instructor will provide a test about locating and interpreting market information. Complete the test.

Agribusiness Supplies and Services

COMPUTING MARGINS AND MARKUPS

INTRODUCTION

The margin or markup is the difference between the cost and sales price of merchandise and is used to pay expenses and make a profit. In this module you will learn to compute margins and markups.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given 5 markup or margin problems to compute, figure the answers with 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, COMPUTING MARGINS AND MARKUPS,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, COMPUTING MARGINS AND MARKUPS.
3. ARANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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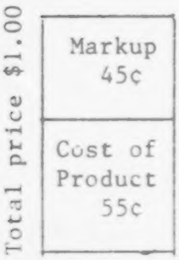
Instruction Sheet I

COMPUTING MARGINS AND MARKUPS

The margin is the difference between the selling price and the cost of the merchandise. The margin is often referred to as the total sales less the cost of the merchandise or the gross profit. For example, a store may operate on a 25 to 33 percent margin, meaning the sales price is set by adding an average of 33 to 50 percent of the cost of the merchandise to the original cost. Margin is usually used to describe the total store business rather than a single product. The margin needed to operate a successful business varies greatly with the type of business and how rapidly merchandise is sold. A grocery store with a high volume of sales can make a profit on a rather low margin, while a hardware store with medium to low sales must have a much higher margin.

The markup is the amount added to the cost of the product to calculate the selling price. When dealing in dollars and cents, it is the same as margin, but markup is usually the term used for individual items. For example, if a product is bought for 55¢ and sells for $1.00, both the margin and markup are 45¢. The markup can be stated as a percentage of the wholesale cost of the product or the total retail price of the product. It is important to know whether you are talking about cost (wholesale) or price (retail), as can be seen in the following example:



The percent of markup calculated on the total retail price is 45¢ divided by 100 or .45 or 45%. The percent markup calculated on the cost of the product is 45 divided by 55 or .818 or 81.8%. To prove that this is true, multiply the total price of $1.00 by 45%, getting 45¢. If the cost of the product, 55¢, is multiplied by 81.8%, the result is 44.99¢ which should be rounded off to 45¢.

If a product sells for $1.42 and the cost of the product is 88¢, what is the percent markup calculated as a percent of the total price (retail) and percent of the cost (wholesale) of the product? If we subtract 88¢ from $1.42 we get 54¢. If we divide 54¢ by $1.42 we get .38 or 38% of the total price. If we subtract 88¢ from $1.42 we get a markup of 54¢. If we divide 54 by 88 we get .6136 or 61.36% of the cost of the product.

Calculate the percent of markup based on cost and total price for a scoop shovel that costs $25.00 and sells for $37.50. If $25.00 is subtracted from $37.50, a $12.50 markup results. If $12.50 is divided by $37.50, the result is .3333 or 33.33% of the total price. If $12.50 is divided by $25.00, the result is .50 or 50% markup of the cost of the scoop shovel.

Instruction Sheet I, (page 2)

To calculate margin for an individual item, figure it like markup based on total price. If a product cost $1.20 and sells for $1.80, the margin is $1.80 minus $1.20, or .60 divided by $1.80, or .3333, or 33.33%.

When figuring margin for a business with $225,000 income and $140,000 paid for the merchandise, the margin or gross profit would be $85,000 or $85,000 divided by $225,000, which is .3777 or 37.77%.

Student Self-Check I

COMPUTING MARGINS AND MARKUPS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) The margin is the difference between selling price and cost of the merchandise.
2. (True or False) The margin is the same as the gross profit.
3. (True or False) Markup is the term used to describe gross profit for the entire business.
4. (True or False) The higher the volume of business and the greater the turnover, the higher the markup that is necessary for a profit.
5. Compute the markup in dollars for a product bought for $5.00 and sold for $10.00.
6. For question 5, compute the percent of markup based on the cost or wholesale price of a product.
7. For question 5, compute the percent of markup based on the sales price or retail price of the product.
8. If a business sold $330,000 worth of merchandise and had $220,000 worth of expense, what was the margin in dollars?
9. What is the percent of margin compared to the total income in problem 8?

Instructor's Final Checklist

COMPUTING MARGINS AND MARKKUPS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student figured 5 markups or margins with at least 80 percent accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, COMPUTING MARGINS AND MARKUPS.

Your instructor will provide 5 markup or margin problems. Compute the answer for each.

Agribusiness Supplies and Services

USING THE TELEPHONE FOR BUSINESS TRANSACTIONS

INTRODUCTION

In whatever occupation you choose, you will be required, at some time, to answer the telephone properly and take accurate telephone messages. Since you represent your business, it is important to always speak in a courteous and professional manner. In this module you will learn how to receive telephone calls and take telephone messages.

DIRECTIONS

Read the objectives below. If you think you are already able to perform these tasks, read the Check-Out Activities on the back cover. Then either arrange with your instructor about doing the Check-Out Activities,

OR

If you need to complete learning activities in order to be able to perform these tasks, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a telephone, carry on a conversation as a worker to a customer. Your instructor will supply someone to play the role of the customer. The items on the final checklist will be rated by your instructor and must be rated a 2 or higher.

Given a telephone message form and a telephone conversation, complete the telephone message form. The Instructor's Final Checklist will be used to rate your performance and must be rated a 2 or higher.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, ANSWERING THE TELEPHONE,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, ANSWERING THE TELEPHONE.
3. READ Instruction Sheet II, TAKING TELEPHONE MESSAGES,
   (or)____
4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, TAKING TELEPHONE MESSAGES.
5. PRACTICE USING THE TELEPHONE with the help of your instructor,
   (or)____
6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

ANSWERING THE TELEPHONE*

Listed below are several tips for you to remember when answering the telephone in a business, shop, or office.

1. Use proper telephone manners:

    a. Use your voice to express friendly feelings and a helpful attitude.

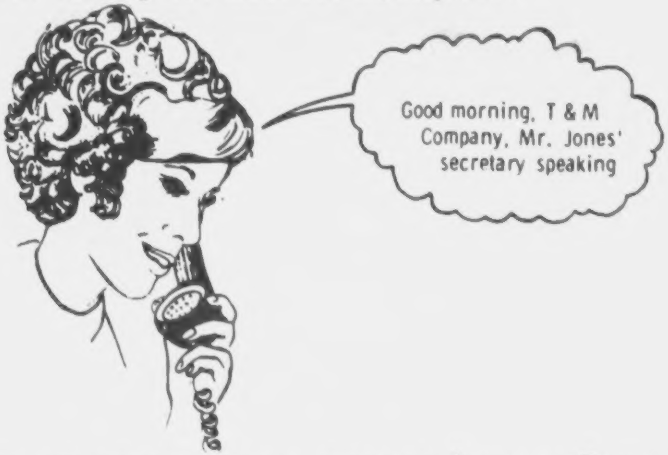
    b. Be courteous and professional.

    c. Give the caller your full attention. Even though you might be busy with other duties, do not make the caller feel that s(he) is bothering or interrupting you.

2. Use proper telephone techniques:

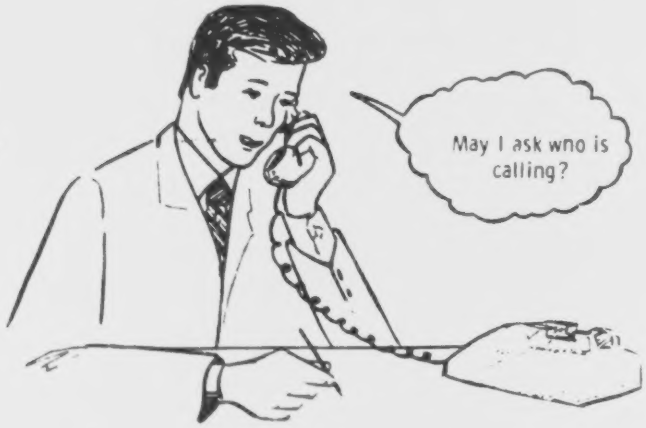
    a. Answer all calls as quickly as possible.

    b. Speak clearly and into the mouthpiece.


Good morning, T & M Company, Mr. Jones' secretary speaking

    c. When you answer, give a greeting (such as "Good Morning" or "Good Afternoon"), the name of your company, and your name or position.

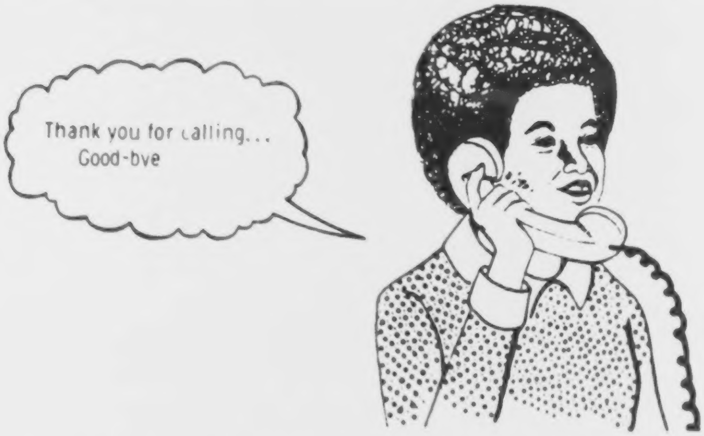
d. When it is necessary to ask the caller's name, do so tactfully.


May I ask who is calling?

e. If it is necessary for you to leave the telephone or answer another call, do so courteously. You may say, "Can you hold for a moment, please?" or "If you hold for a minute, I will be right back." Never leave a caller "on hold" for a long period of time.

f. Give and receive information accurately. It is perfectly all right to ask the caller to repeat any information you might have missed.

g. Do not volunteer information which might not be true. For example: If your employer leaves work early and does not say where he/she is going, do not tell the caller, "I think my boss went golfing."


Thank you for calling... Good-bye

h. Close the call pleasantly.

i. Let the caller hang up first.

*Adapted from the following publication: Using the Telephone: Employability Skills, Module ES-17. Frankfort, KY: Kentucky State Department of Education, n.d.

Student Self-Check I

ANSWERING THE TELEPHONE

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct, according to the procedure established by your instructor.

1. When answering the telephone, your voice should express ________________ feelings and a ________________ attitude.
2. Give the caller your full ________________. Do not make the caller feel that s(he) is ________________ you.
3. Answer all calls as ________________ as possible.
4. When answering, you should give three items of information: a ________________, the ________________, your ________________.
5. When you must obtain the caller's name, give an example of what you might say: ____.
6. Never leave the caller waiting or "on hold" for ____________________.
7. If you must leave the telephone, give an example of what you might say: ____.
8. If you have missed some information the caller gave you, you should ask him/her to ____.
9. Never volunteer information to the caller which might not be ________________.
10. Let ________________ hang up first.

Instruction Sheet II

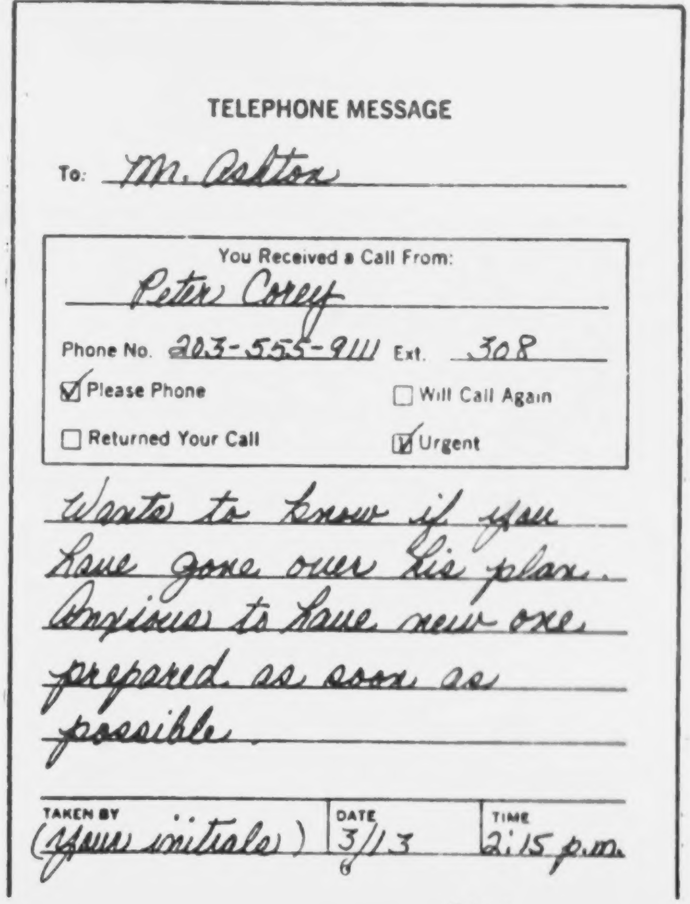
TAKING TELEPHONE MESSAGES

The two most important things to remember in taking phone messages are: 1) to record all the necessary information, and 2) to make sure it is accurate. You can use a standard form, if the company provides them or you can write the information on a blank sheet of paper. Whichever you use, be sure to have pencil and paper near the telephone at all times so the call will not have to wait for you to find them.

It is perfectly acceptable for you to ask a caller to repeat any information you have missed, including the correct spelling of his/her name. It is also a good idea to repeat back to the caller the phone number or address s(he) gave you, to make sure you have understood it correctly. If the caller does not give you any information, you should politely ask: "May I ask who is calling?" or "May I take a message?"

At the bottom of the message, sign your name or initials, so the person who is away can ask you any questions about the phone message. Finally, remember to leave the message on the absent person's desk or in some place where s(he) is sure to find it.

Study the sample message below for proper form.



TELEPHONE MESSAGE

To: Mr. Ashton

You Received a Call From:
Peter Corey

Phone No. 203-555-9111 Ext. 308

☑ Please Phone ☐ Will Call Again

☐ Returned Your Call ☑ Urgent

Wants to know if you have gone over his plan. Anxious to have new one prepared as soon as possible.

TAKEN BY	DATE	TIME
(your initials)	3/13	2:15 p.m.

Student Self-Check II

TAKING TELEPHONE MESSAGES

Directions: Read the conversation below; then fill in the message form given to you by your instructor with the information given in the conversation below. Check to see if your answers are correct according to the procedure established by your instructor.

WORKER: Good morning, Acme Feed and Grain Company, Terry Brown speaking.

CALLER: Hello, this Chris Barnes of Arrow Insurance Corporation. May I speak to Mr. Hedley?

WORKER: I'm sorry, but Mr. Hedley will not be in the office today. May I take a message?

CALLER: Yes, please tell Mr. Hedley that his insurance forms are almost ready, and ask him to call me first thing in the morning.

WORKER: May I have your number, please?

CALLER: Yes, it's 234-5678, extension 90.

WORKER: That's 234-5678, extension 90.

CALLER: Right. Thank you. Good-bye.

WORKER: Good-bye.

NOTE: You may use the present date and time.

Instructor's Final Checklist

USING THE TELEPHONE FOR BUSINESS TANSACTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
1. In using the telephone the student:			
a. Answered call as quickly as possible	☐	☐	☐
b. Used voice to express friendly feelings and helpful attitude	☐	☐	☐
c. Was courteous and professional	☐	☐	☐
d. Gave caller full attention	☐	☐	☐
e. Spoke clearly into mouthpiece	☐	☐	☐
f. Gave a greeting, company and/or name	☐	☐	☐
g. If necessary, asked for caller's name tactfully.	☐	☐	☐
h. If necessary to leave phone, left courteously	☐	☐	☐
i. Gave and received accurate information	☐	☐	☐
j. Did not volunteer information which might not be true.	☐	☐	☐
k. Closed the call pleasantly	☐	☐	☐
l. Let the caller hang up first	☐	☐	☐
2. When preparing a phone message, the student:			
a. Wrote name of person for whom call was intended	☐	☐	☐
b. Recorded the date	☐	☐	☐
c. Recorded the hour call was received	☐	☐	☐
d. Wrote complete name of caller, spelled correctly	☐	☐	☐

Instructor's Final Checklist (page 2)

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
e. Wrote name of caller's organization	[ ]	[ ]	[ ]
f. Wrote caller's telephone number	[ ]	[ ]	[ ]
g. Included all important information	[ ]	[ ]	[ ]
h. Wrote name or initials of person taking message	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Instructor's Final Checklist, USING THE TELEPHONE FOR BUSINESS TRANSACTIONS.

Your instructor will provide a telephone and someone to serve as a customer. You will carry on a business conversation, practicing the things you learned from Instruction Sheet I, ANSWERING THE TELEPHONE. Secondly, your instructor will provide you with a phone conversation, and you will record a message on the form provided by your instructor.

Module ABSS-3.32

Agribusiness Supplies and Services

PREPARING A JOB APPLICATION

INTRODUCTION

Employers need to know about the people they employ. To get the information, they usually ask questions about your personal history, education, work experience, and references. They find this out by using a printed form called a job application form. Each company has its own questions in its own order. The way you answer these questions may determine whether or not you get the job. If your application form is filled in NEATLY, COMPLETELY, AND HONESTLY, your chances of getting an interview and the job you want are increased. In this module you will learn how to prepare a job application form.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a job application form, use information about yourself or from your resume to complete the form. All entries should be complete, neat, readable, and spelled correctly. The information should correspond with your personal fact sheet and resume.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ and EXAMINE the illustrations in Instruction Sheet I, PRINTING CLEARLY AND NEATLY,

   (or)____

2. PRACTICE your printing skills by completing Student Self-Check I, PRINTING CLEARLY AND NEATLY.

3. READ and EXAMINE the illustrations in Instruction Sheet II, COMPLETING ALL QUESTIONS ON THE JOB APPLICATION,

   (or)____

4. ANSWER questions about a job application by completing Student Self-Check II, COMPLETING ALL QUESTIONS ON THE JOB APPLICATION.

5. STUDY the meaning of words that appear on most job applications in Instruction Sheet III, WORDS ON APPLICATION FORMS.

6. SOLVE the crossword puzzle in Student Self-Check III, WORDS ON APPLICATION FORMS.

7. READ the material, EXAMINE each illustration, and PRACTICE filling out each portion of a job application according to Instruction Sheet IV, PREPARING A JOB APPLICATION.

8. FILL OUT a job application suitable for your occupational choice as directed in Student Self-Check IV, PREPARING A JOB APPLICATION.

9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

PRINTING CLEARLY AND NEATLY

A neat application form can make the difference between the employer's reading it or passing over it. Print in ink or type neatly and legibly.

One of the best ways to impress an employer is to fill out the application form neatly. Sometimes what seems good to you may seem sloppy to the employer. Study the examples below:

1. Keep it clean; don't smear or leave smudges.

(DO)	(DON'T)
312 Main St.	312 Main St

2. Make neat corrections; don't scratch out or write over in a messy way.

~~Su~~ TRUE, SUE	[illegible] TRUE, SUE

3. Write neatly, don't crowd, write too small or too large.

DESK CLERK	DESK CLERK

Student Self-Check I

PRINTING CLEARLY AND NEATLY*

Look at the examples below. Indicate what is wrong with each one and then write it correctly. USE A SEPARATE SHEET OF PAPER. Practice your printing skills several times if necessary.

ERROR CORRECTION

1. 901 LAKE DRIVE

2. ~~[illegible]~~ MECHANIC

3. Sept.-June, 1978

4. Richard Jones

5. SIMMS SCHOOL

---

*Adapted from the following publication: Employability Skills: Filling Out A Job Application. Frankfort, KY: Kentucky Department of Eduction, Module ES-6.

Instruction Sheet II

COMPLETING ALL QUESTIONS ON THE JOB APPLICATION*

If you ignore or don't answer questions completely on your application form, there is a chance the employer will ignore you. Leaving questions unanswered, messy writing, not following instructions, and using abbreviations makes your work look sloppy. The employer will then think you are a sloppy and careless worker. One way to be sure your information is complete is to bring your resume with you. This will save time in filling out your form and assure that your information is complete and accurate.

Here are some pointers for filling out application forms. Always read questions carefully and follow instructions.

If a form says to:	Then do this:
Place an X	___ 9 ___ 10 _X_ 11 ___ 12
Underline	Fr. Soph. [✓ Jr.] Sr.
Circle	[✓ rent] own buy
Check	☐ College ☑ Business School ☐ Vocational School
Write--Do not print	Karen Logan
Please Print	KAREN LOGAN
DO NOT WRITE IN THIS SPACE	

Instruction Sheet II, (page 2)

If the application does not say whether to write or to print, print everything but your signature. It is a good idea to practice writing your name several times before you sign the form. Use your complete name, not a nickname.

Robert Clay Lewis	Bob Lewis
Correct	Incorrect

Spell correctly. If you are not sure how to spell a word, try to use another word with the same meaning.

Statistical Copy

Data Copy

Some lines call for more than one kind of information. Fill in all the information.

Name and Address WILLIAMSON, CLAY M., 23 ELM, COLUMBUS, OH 32450

Telephone and Area Code 614-782-3000

Fill in all the spaces unless it says "Do Not Write In This Space". If you can't answer a question, put a line in the blank or write "NA" which means the question does not apply to you. If the answer is none, write "none" or "0."

Number of Dependents: 0

Driver License Number —

Selective Service Number NA

---

*Adapted from the following publication: Employability Skills: Filling Out A Job Application. Frankfort, KY: Kentucky State Department of Education, Module ES-6.

Student Self-Check II

COMPLETING ALL QUESTIONS ON THE JOB APPLICATION

An applicant answered the questions at the left side of the page. Indicate what is wrong with each answer. USE A SEPARATE SHEET OF PAPER.

ERROR

1. Birth Date

DEC. 6 ____________ ____________

2. Father's Full Name

JESSE ____________ ____________

3. References

MR. BO HENDERSON ____________ ____________

4. Home Address

MONTGOMERY AVE. ____________ ____________

5. Last School Attended

BRYAN HIGH ____________ ____________

6. Full Name

MARY MOORE ____________ ____________

Date

____________ ____________

7. Job Applying For

REC. CL. ____________ ____________

Student Self-Check II, (page 2)

Answer the questions below as if you were filling out an application form. USE A SEPARATE SHEET OF PAPER.

1. Circle the last grade completed. 7 8 9 10 11 12

2. Please Print. NAME ____
   Last First Middle

3. Have you ever applied at McDonald's before? Check one. _____yes _____no

4. Place an X beside the type of employment desired:

   ______________full-time ______________temporary ______________part-time

5. Do not write in this space.

6. Underline the jobs you are applying for:

   Cook Dishwasher Cash Register Operator

   Carry-out Window Counterperson

7. When asked for marital status and you are not married which should you check?

   Marital Status: ____________single ____________married

   ____________divorced ____________widowed ____________separated

8. What should you put in a blank if you can't answer the question?

   ____

Instruction Sheet III

WORDS ON APPLICATION FORMS*

Arrested	Seized by police for breaking the law; taken to jail.
Authorize	To approve or permit; as in, "I authorize the employer to check with my personal references."
Bonded	Insured against your stealing from the company; as in, "Have you ever been bonded?" This question is asked to find out if you have been trusted with valuable things in a previous job.
Certificate	A document showing that you have completed training in a certain skill or trade as in "I received a certificate after I took an auto mechanics course."
Citizen	A person who is a member of a nation; as in, "Are you a citizen of the United States?"
Convicted	Proven or declared guilty; as in, "Have you been convicted of a crime?" The correct answer to the question is "no" if a person has been arrested but never found guilty.
Degree	A title you earn when you graduate from a college or school; as in, "I have a college degree in speech therapy."
Dependent	Someone who needs another person for financial support; as in, "How many dependents do you have?"
Disabilities	Parts of the body that you lack full use of, such as a crippled arm or a deaf ear.
Discharge	To be let go or dismissed; as in, "What kind of military discharge do you have?" or "Have you ever been discharged or dismissed from a job?"
Extracurricular activities	Hobbies and clubs you are a member of or participate in; as in, "My extracurricular activities are sewing and music, and I am the captain of the volleyball team."

Instruction Sheet III, (page 2)

Falsification	Lies or false statements; as in, "Any falsification on this application will mean that you won't get this job."
Felony	A serious crime, one for which the punishment may be imprisonment for more than one year or death; as in, "Please explain any felony convictions you have had."
Marital status	Whether you are married, single, widowed, separated, or divorced; as in, "What is your marital status?"
Minimum	The smallest amount; as in, "What is the minimum pay you will accept?"
Misdemeanor	A less serious crime than a felony; as in, "Have you ever been convicted of a misdemeanor?"
Permanent address	An address where you can always be reached. It may be the same as your present address.
Physical defects	Permanent illnesses and disabilities that may affect your job performance, such as ulcers or a paralyzed leg.
Previous employers	The people or companies you have worked for in the past; as in, "I worked for the city last summer; it is my previous employer." Use a person's name only if there was no company name.
Prior work experience	All the jobs you have ever had, your work experience; as in, "Do you have any prior work experience?"
Rate of pay	The amount you are paid and how often, such as hourly, weekly, or monthly; as in, "What was your rate of pay at your last job?" or $3.65 is the rate of pay for this job."
References	References are people who can tell an employer what kind of a person you are and what kind of a worker you will be; as in, "List three personal references such as a guidance counselor, teacher, or minister."
Salary	The money you receive for your work; as in, "State the salary you expect."

SS no.	Social Security number; as in, "What is your Social Security number?"
Supervisor	Your boss, the person you are directly responsible to at work; as in, "Ms. Jones was my supervisor at the tax office."
Vocational goal	The kind of work you hope to be doing in the future; as in, "What is your vocational goal?"
Worker's compensation	Money given to a worker who was hurt on the job; as in, "Have you ever received worker's compensation?"

*Adapted from the following publication: Employability Skills: Filling Out A Job Application. Frankfort, KY: Kentucky State Department of Education, Module ES-6.

Student Self-Check III

WORDS ON APPLICATION FORMS

Solve the crossword puzzle your instructor will give you. Use the statements below. Fill in as many blanks as possible without using Instruction Sheet III. Check your answers.

ACROSS

1. A permanent disability or illness is a physical ________________.
2. If you are married, your ________________ status is "married."
3. A person who belongs to a state or nation.
4. Where you live now is your ________________ address.
5. A crime that is not so serious.
6. To let go, dismiss, or fire from a job.
7. Activities such as hobbies and clubs.
8. Someone you are supporting financially.
9. People who can tell your employer the kind of person you are.
10. Found guilty.
11. False statements, lies.
12. The amount you are paid for a certain period is the ________________.
13. Your immediate boss.
14. A serious crime.

DOWN

1. An address where you can always be reached is your ________________ address.
4. All jobs you have had before are your ________________ work experience.
5. The kind of work you plan to do is your ________________ goal.
6. The person or company you work for is your ________________.
7. A paper proving that you have completed certain training is a ________________.
8. What you receive when you graduate from college.
9. Where you used to live is your ________________ address.
10. Abbreviation for Social Security.
11. The least amount.
12. To give permission or to approve.
13. One way to look for a job is to look in the newspaper for a "help wanted" ________________.
14. When your employer has insurance against your stealing from the company, you are ________________.

Instruction Sheet IV

PREPARING A JOB APPLICATION

Your application form is very important in getting a job. This is usually your first introduction to the employer. This form will provide a picture of your personal history, education, and experience. The way you answer the questions will tell the employer whether you have the ability to be NEAT, THOROUGH, AND HONEST.

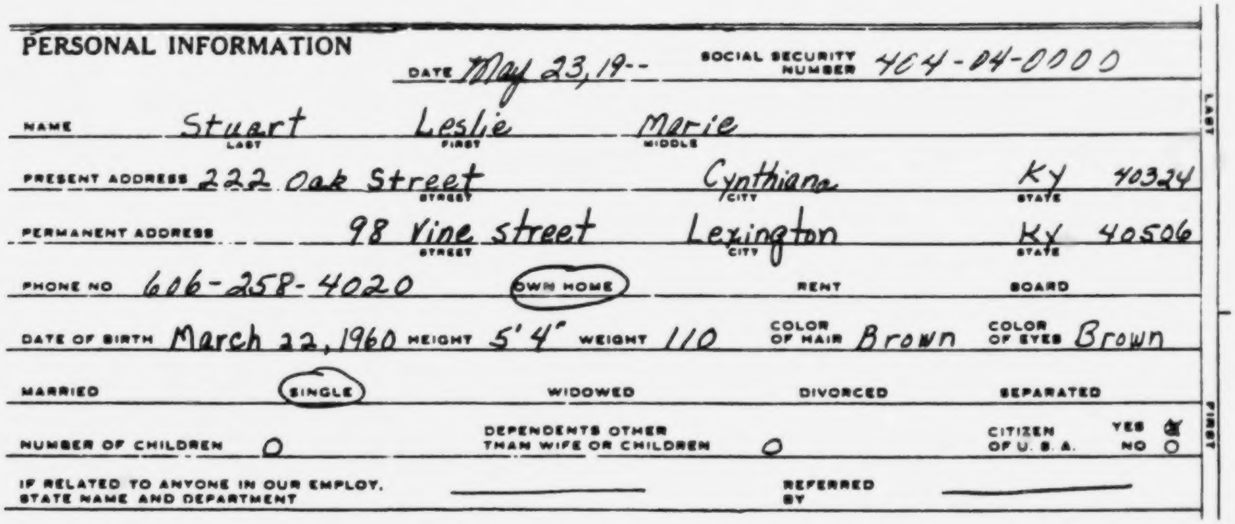
Each time you fill out an application form you have a chance to make a good first impression. It is important to make the most of this opportunity.

When you fill out a job application you may use your resume as a reference. Each section of the form should be filled out neatly, honestly, and completely.

Filling Out the Personal Information Section

The first section of the application form deals with questions about your personal history. Be prepared by having your resume with you. This is prepared in advance.

Study this example of a Personal Information section.



PERSONAL INFORMATION

DATE May 23, 19-- SOCIAL SECURITY NUMBER 404-04-0000

NAME Stuart (LAST) Leslie (FIRST) Marie (MIDDLE)

PRESENT ADDRESS 222 Oak Street (STREET) Cynthiana (CITY) Ky (STATE) 40324

PERMANENT ADDRESS 98 Vine street (STREET) Lexington (CITY) Ky (STATE) 40506

PHONE NO 606-258-4020 [✓ OWN HOME] RENT BOARD

DATE OF BIRTH March 22, 1960 HEIGHT 5'4" WEIGHT 110 COLOR OF HAIR Brown COLOR OF EYES Brown

MARRIED [✓ SINGLE] WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN 0 DEPENDENTS OTHER THAN WIFE OR CHILDREN 0 CITIZEN OF U. S. A. YES ☒ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT ______ REFERRED BY ______

Now practice filling in your personal history in the section on Personal Information on the application form that your instructor will give you.

Instruction Sheet IV, (page 2)

Filling Out the Employment Desired Section

The employer needs to know what job you are applying for. He/she also needs to know some other things that pertain to the job. Study the example of an Employment Desired section.

EMPLOYMENT DESIRED

POSITION Welder DATE YOU CAN START June 1, 19-- SALARY DESIRED $8.00 hr.

ARE YOU EMPLOYED NOW? No IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ______

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE ______ WHEN ______

MIDDLE

Practice filling out the section on Employment Desired on the application your instructor will give you. Answer according to the kind of work in which you are most interested.

Filling Out the Education Section

An employer will always want to know about your education He/she will write or call the last school you attended to learn what kind of student you have been. Even more important sometimes are the subjects you have studied. Some subjects better prepare you for a job than others.

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	Southern Elementary School Lexington, KY	1966	1974	Basic subjects
HIGH SCHOOL	Fayette County High School Lexington, KY	1974	1978	General Education
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL	Harrison County Vocational Sch Cynthiana, KY	1978	Presently Enrolled	Welding

Take special notice of the "Subjects Studied" section. The amount of space provided makes it impossible to list each subject you have studied. Therefore, you can name the kind of program in which you were enrolled. For instance, you can name general education, college preparatory, secretarial, vocational agriculture, etc.

Instruction Sheet IV, (page 3)

Practice filling out your education record on the application your instructor will give you.

Filling Out the Work Experience (or Former Employers) Section

Most employers like to hire people who have had work experience. Because of this, any job you have had will help you get another job. You may think part-time and short-term jobs are not important, but they are important to the employer. Babysitting, for example, shows that someone trusted you with the responsibility of keeping children. If you have had summer employment, such as working on a farm, carrying papers, or cutting grass, list it. This shows that you are not lazy and were not loafing.

On the other hand, if you have had work experience in the kind of job you are applying for, it may not be necessary to list the minor jobs such as those mentioned above. In this case you must use your own judgment in deciding which jobs to list.

Study the Former Employers section below. Notice the order in which each job is listed. The most recent job is listed first and your first job is listed last.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS. STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM June, 1987 TO Sept., 1987	Brown Office Supply 428 S. Third St. Lexington, KY 40205	$3.40hr.	Sales Clerk	Went back to school
FROM June, 1986 TO Sept., 1986	Fast Foods 182 Speedwell Ave. Lexington, KY 40305	$3.40 hr.	Short order cook	Went back to school
FROM June, 1985 TO Sept. 1985	Sears Nicholasville Rd. Lexington, KY 40506	$500.mo	File Clerk	Went back to school
FROM TO				

Practice filling out your work experience in the section on Former Employers.

Filling Out the References Section

Most application forms ask for three references. These are people who can tell an employer what kind of a person you are and what kind of worker you will be. You should ask permission before using their names as references. Those considered as good references include:

1. Former employers
2. Teachers
3. Principal
4. Minister
5. Family doctor
6. Family dentist
7. Friends established in business
8. Guidance counselors

Study this sample of a References section.

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1 Linda Booth	123 Fayette Ave. Lexington, KY 40305	Guidance Office Fayette Co. High School	4
2 John Brown	181 Main St. Lexington, KY 40506	Brown Office Supply	1
3 Alfred Davis	263 Mill St. Lexington, KY 40506	Dentist	6

When filling out a References section, be sure to include enough information so that the employer can address a letter or look up a telephone number for each person you list.

Practice filling out the section on References on the application form your instructor will give you.

Filling Out the Physical Record Section

The employer needs to know about your physical record, because workers with some physical defects cannot do the job. For instance, a receptionist in an office must see, hear, and speak well. Or, a worker whose work requires attention to detail should have good vision.

Study the Physical Record Section below.

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS None

WERE YOU EVER INJURED? Yes GIVE DETAILS Received a severe back injury in a fall

HAVE YOU ANY DEFECTS IN HEARING? No IN VISION? No IN SPEECH? No

IN CASE OF EMERGENCY NOTIFY James Stuart (NAME) 98 Vine St., Lexington, Ky (ADDRESS) 606-258-4020 (PHONE NO)

Instruction Sheet IV, (page 5)

Practice filling out the section on Physical Record on the application form your instructor will give you.

Filling Out the Signature Section

The last section of the job application form that you will fill out is the certification and signature section. Be sure to read the certification before you sign your name. This holds true for any document, not just the job application. Here are examples of certifications that appear on three job application forms. Notice that the date and your signature are written out and not printed. Read each certification.

I understand that if I am employed, any misrepresentation or omission of material facts on this application is sufficient cause for dismissal. My continued employment will depend upon the successful performance of work assigned to me during a trial period of up to 90 days and upon the further need of my continued employment by the company. The company, in considering my application for employment, may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

Signature as shown on Social Security Card Leslie Marie Stuart

---

25. **SIGNATURE** — All applicants please read and sign the statement below:

I certify, under penalty of law, that the information given in this application is correct and complete to the best of my knowledge. I am aware that, should investigation at any time show any falsification, I will not be considered for employment or, if employed, I will be dismissed and disqualified from future merit examinations. I hereby authorize the Department of Personnel to make all necessary investigations concerning me, my work, habits, character, or my action in any transaction. I authorize the Department of Personnel to receive and make available to other state agencies my academic records or other material pertinent to my qualifications, and further authorize and request each former employer, person given as a reference, educational institution, or organization (including law enforcement agencies) to provide all information that may be sought in connection with this application.

Date May 23, 19-- Signature X Leslie Marie Stuart

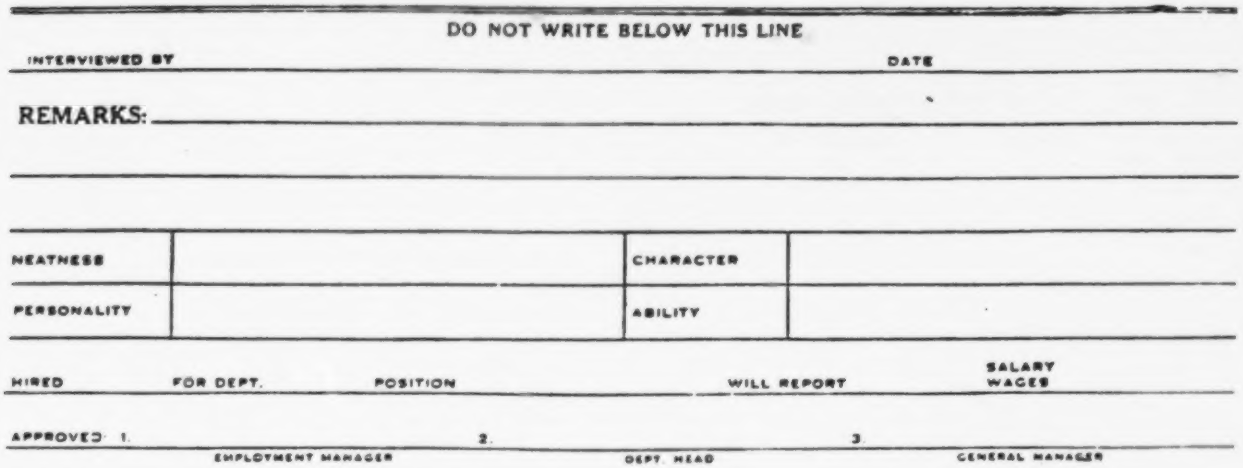
I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE May 23, 19-- SIGNATURE Leslie Marie Stuart

Practice filling out the Signature section on the application form. Be sure to sign your name in longhand as it appears on your Social Security card. If you do not have a Social Security card, sign your full name.

Instruction Sheet IV, (page 6)

Some application forms have sections that the employer will fill out. Pay attention and follow instructions which say "Do not write below this line." Here is an example of a section that you will not fill out. Sections such as this usually follow your signature.



DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY ____________________ DATE ____________

REMARKS: ____________________

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED ______ FOR DEPT. ______ POSITION ______ WILL REPORT ______ SALARY WAGES ______

APPROVED 1. ______ 2. ______ 3. ______

EMPLOYMENT MANAGER — DEPT. HEAD — GENERAL MANAGER

Student Self-Check IV

COMPLETING A JOB APPLICATION

Your instructor will provide an application form which most nearly fits the kind of work in which you are interested. Complete the application following these instructions:

1. Use your resume, if you have one, as a reference.
2. If you can type, type the information.
3. If you cannot type, print the information in ink.
4. REMEMBER, sign your name in longhand under the Signature Section. Use pen and ink.
5. Sign your name as it appears on your Social Security card. If you do not have a card, sign your full name.
6. Refer to Instruction Sheet IV, if necessary.
7. After you have finished filling out your application form, have your instructor look it over. You want to be sure that it is complete and correct.
8. When you are sure that it is acceptable, put your application form in your personal folder. You can refer to it when you actually apply for a job.

Instructor's Final Checklist

PREPARING A JOB APPLICATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing the job application, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Answered all pertinent questions and indicated "not applicable" to questions which did not apply to his/her situation	☐	☐	☐
2. Printed or typed all information except Signature Section	☐	☐	☐
3. Printed or typed clearly and neatly	☐	☐	☐
4. Spelled all words correctly	☐	☐	☐
5. Based information on his/her resume	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING A JOB APPLICATION.

When you have finished filling out your job application form in Student Self-Check IV, turn it in to your instructor. The instructor will make sure that it is complete and correct and return it to you. Place the application in your personal folder for future use.

Agribusiness Supplies and Services

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

INTRODUCTION

Several agencies in the United States Department of Agriculture are responsible for government programs in agriculture. These programs help farmers improve production and conservation practices, get loans or support prices, set up cooperatives, improve water and electric service, and provide a great number of related programs. In this module you will develop a general understanding of government programs in agriculture.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about understanding government programs in agriculture, complete the test with 80% accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE.

3. LISTEN to your teacher or other person discuss agricultural programs,

   (or)____

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE*

Government programs in agriculture are largely administered by the following five agencies of the United States Department of Agriculture (USDA): Agricultural Stabilization and Conservation Service (ASCS), Farmers Home Administration (FmHA), U.S. Forest Service, Cooperative Extension Service, and the Soil Conservation Service (SCS). Most of these agencies have one or more representatives in each county. Their offices should be listed in the phone book. While there is cooperation between agencies, most programs are run through one agency.

The following discussion will show when each agency was started and some of the programs for which they are responsible. Many of these government agencies may be of interest to you as a possible source of a future job, particularly if you get a college degree in agriculture.

Farmers Home Administration

The Farmers Home Administration (FmHA) traces its beginnings to the Resettlement Administation, New Deal rural rehabilitation agency created by Executive Order in 1935 to help farm families hard hit by the Depression remain on the land. This led to the passage of the Bankhead-Jones Farm Tenant Act in 1937, which provided farm ownership and improvement loans for farmers who lacked other sources of credit. Also enacted in 1937 was the Water Facilities Act to provide loans for farm water systems in 17 western states where drought and water shortage were chronic hardships. In 1938 the Farm Security Administration was formed to provide assistance to farm families recovering from drought and depression. In 1946 the FSA was restructured with passing of the Farmers Home Administration Act. Farmers Home was authorized to carry on with farm loan services and the western Water Facilities program.

The basic FmHA farm loan programs are for ownership and operation of family-size farms and ranches. They are intended to assure that the owner-operator or tenant operators of farms in the family-size category have access to agricultural credit they need in order to earn an adequate living from their efforts. They are also designed to help qualified young people finance their entry into farming.

Loans are made for land, building, equipment, supplies and other expenses including financing necessary to farming operations. Loan purposes also can include the financing of small nonagricultural businesses through which farm families can augment their incomes. Other farm loans include emergency loans to help overcome losses caused by natural disaster or adverse economic conditions, and to carry out measures for land and water conservation, and pollution abatement. In all cases FmHA lends to the qualified farmer or rancher who cannot get necessary credit elsewhere. FmHA loans supplement the amount of financing made available by commercial banks, the Farm Credit System and all other agricultural lenders.

FmHA also makes a variety of loans and grants for housing in rural areas in order that rural residents may have an opportunity to live in "decent, safe, and sanitary" homes. FmHA finances the planning and building of better rural community facilities. In an effort to encourage a well balanced economy in rural areas, FmHA has programs to help strengthen the establishment of business and industries in towns of 50,000 or less with preference going to places of 25,000 or less.

Area development assistance planning grants are made to states, sub-state districts, local units of government and certain community based organizations. These grants may be used for planning efforts in a wide variety of areas including water, sewer, housing, energy, and economic development.

Each county FmHA office has a county committee formed of members elected by local citizens. County committees certify the eligibility of applicants for farmer program loans, assist the local FmHA office in adapting national policies to local conditions, make recommendations on applications for compromise, adjustment or cancellation of debts, and for servicing actions on farmer program loans. They are seldom involved in the housing program loans.

The Farmers Home Administration has been involved with the FFA in the Building Our American Communities (BOAC) Program for many years. Check with your FmHA office for ideas and assistance with your BOAC project. Other agencies such as SCS and the Forestry Service may also be able to assist your chapter.

FmHA has had loan programs to help with vo-ag student projects. Check with your county office for details on these programs.

Soil Conservation Service

The Soil Conservation Service (SCS) was established in the USDA by Congress in 1935 to plan and carry out a national program to conserve and develop our soil and water resources.

The SCS gives technical assistance in reducing the costly waste of land and water resources and in putting to good use these national assets. The assistance is available to individuals, groups, organizations, cities and towns, and county and state governments. The objective is use and conservation of the land in harmony with its capability and needs. SCS technical staff includes soil conservationists; soil scientists; economists; agricultural, irrigation, hydraulic, drainage, civil, and cartographic engineers; and agronomists, biologists, foresters, plant material specialists, range conservationists, geologists, landscape architects, and resource planning specialists. The soil conservationists help users develop land use plans and use information from the technologies.

SCS helps individuals and groups mainly through conservation districts. These districts are organized under state law by local people. They are managed by an elected and unsalaried board made up of local citizens. Each district is responsible under state law for soil and water conservation work within its boundaries (usually a county). SCS, by written agreement with and at the request of district boards, provides professional conservationists to help plan and carry out the districts' long-range conservation program. The districts channel the services of these conservationists to the cooperators--individuals, groups, and units of government--and set priorities for the kind and amount of work. These priorities can include soil mapping, design, planning, and supervising construction of subsurface drains, wells, waterways, critical areas, diversions, ponds, and much more.

Youth Boards or Junior Boards of Supervisors can also be a part of a local district. Membership on the board will vary according to the district but should include boys and girls from both rural and urban areas. The number of members on Youth Boards will vary, but five is probably a minimum number for effective operation. Board members should serve for more than one year with staggered terms. Youth Boards may undertake activities or projects such as outdoor classroom projects, presenting conservation films to school groups, stories and pictures for local news media, talks to civic clubs, exhibits, conservation tours, clean-up projects, tree sales projects, and district newsletters.

Agricultural Stabilization and Conservation Service

The Agricultural Stabilization and Conservation Service (ASCS) originated with the passage of the Agriculture Adjustment Act of 1933. The early committees (cotton, wheat, corn, hog, etc.) were formed whenever the commodity was produced as a major crop. The purpose was to stabilize farm prices and provide supplementary income programs.

ASCS has several conservation programs which protect soil against erosion and waterways from pollution, encourage development of private forests, enhance wildlife habitat, and provide emergency assistance in the wake of natural disasters. Programs to solve soil loss, water conservation, and water pollution problems justify government support through cost-sharing and technical assistance by maintaining agricultural productivity and protecting the natural environment.

The Agricultural Conservation Program (ACP) is the principal channel through which ASCS helps farmers and ranchers carry out conservation and environmental protection practices through cost sharing and technical assistance. These practices are for conservation or reducing pollution and are not production oriented.

Under the regular ACP, cost-share levels are set by local and county committees and are fixed for each practice. The cost-share levels are based on the severity of the erosion and the percent reduction in soil loss obtained by installation of the practice. With emphasis on the most serious erosion problems, the cost-share per ton of soil saved is substantially less.

Among soil-saving practices, ACP assistance is available for establishing terraces on land with steep slopes, planting grasses and legumes to anchor the soil, installing sod waterways and structures to divert runoff water, practicing minimum tillage and no-till farming, and adapting other measures intended to control erosion, conserve water, or reduce pollution on agricultural land. ACP also provides assistance to owners of small woodland tracts in establishing and improving timber stands. These stands are designed to reduce soil erosion, conserve water, improve wildlife habitat, and develop timber resources. Other ASCS conservation programs include Forestry Incentives, Rural Clean Water, Emergency Conservation, and Water Bank, which emphasize particular aspects of conservation.

Another major program of ASCS is the Production Adjustment Program. Under this program is the Burley Tobacco program which is of major importance in Kentucky. Other agricultural commodities under this program include rice, peanuts, etc. The purpose of the Production Adjustment Program is to restrict production and stabilize prices.

The Wheat and Feed Grain Program is a voluntary program in which an effort is made to produce acreage of agricultural commodities to bring supply and demand into balance and to bring the price support to an acceptable level.

The ASCS Price Support and Loan Program, Wool and Mohair Program, and Dairy Program are price support programs designed to increase the average farm price to an acceptable target price. The Aerial Photography Program is a compliance and measurement service for determining field and crop acreages.

ASC county and community committee members are elected by other farmers in the county or community. A county committee is made up of three regular members (each of whom serves a staggered 3-year term) and two alternate members. The county agricultural extension agent is a non-voting ex-officer member of the committee. Each ASCS committee employs a County Executive Director who, for the committee, hires the necessary employees to staff the office, and is responsible for day-to-day office and field operations. The county committee is responsible for program and administrative policies, decisions and program reviews at the county level. Community committees assist the county committee and two alternate members each are elected by direct vote of the farmers in each of several local communities within the county.

Forest Service

The Forest Service began with the passage of the Forestry Act in 1876 (Act of Aug. 15). The Act appropriated funds for a study on the annual amount of consumption; importation and exportation of timber and other forest products; the probable supply for future wants; the means best adapted to the preservation and renewal of forests; the influences of forests on climate, and the measures that have been successfully applied in foreign countries or that may be applicable in this country for the preservation and restoration of forests.

In 1901, the Forestry Division was changed to the Bureau of Forestry with the authority to engage in tree planting, forest investigations, and making forest plans for private timberland owners. In 1905, the Bureau of Forestry in the Department of Agriculture was changed to the Forest Service with guiding principles for administering the forest reserves or national forests.

The Forest Service is dedicated to multiple-use management of the nation's forest resources for sustained yields of water, forage, wildlife, wood, and recreation. The Forest Service is responsible for participating, both locally and nationally, in designating land use priorities, formulating programs that carry out broad management objectives, and establishing a pattern of policies and cooperative forestry programs with the states to assure the optimum benefits of forest resources for present and future generations.

Forest Service activities cover three major areas:

1. Management, protection, and use of the 188 million-acre National Forest System for a sustained flow of economic and social benefits.

2. Cooperation with State foresters, private forest and woodland owners, wood processors, and private and public agencies. The Forest Service provides assistance to improve fire control and protection of forests from insects and diseases; to plan forestry programs so as to get the best use from forest resources; to improve practices in harvesting, processing, and marketing of forest products; and to encourage cooperating State forestry agencies to increase managerial efficiency and effectiveness.

   Specific duties of the Kentucky division of forestry are: prepare forest management plans for landowners; timber marking and measurement; technical assistance with timberstand improvement; technical assistance in tree planting (trees are available through the Kentucky Division of Forestry;) forest fire detection, suppression, and prevention; provide forestry programs for schools, civic clubs, etc.

3. Research in forestry and forest products.

The Forestry Service also has Human Resource Programs. Development and wise use of human resources is as important as conserving natural resources. The Forest Service depends on basic forestry activities to motivate people and help minority, economically depressed, elderly, handicapped, and youth groups.

The Forest Service, in cooperation with the Department of the Interior, administers the Youth Conservation Corps. This program does conservation work on Federal lands as well as on other public lands under grants to the States. It provides more than 40,000 teens, ages 15 to 18, from all walks of life, with the opportunity to learn more about their natural environment and heritage while being gainfully employed during the summer.

Cooperative Extension Service

The Cooperative Extension Service originated on May 8, 1914 with the passage of the Smith-Lever Act. The purpose was to improve farming techniques and family living through work in agriculture and home economics.

The Cooperative Extension Service is an arm of the United States Department of Agriculture. It is administered through the land grant universities of each state. The University of Kentucky and Kentucky State University are the land grant institutions in Kentucky. The land grant college has three basic functions: teaching, research, and extension. It is the function of the Extension Service to bring the latest research findings in agriculture, home economics, 4-H, and community development to the people of each county. The Extension staff in each county works with individuals, families, and groups on problems concerning agriculture, home economics, 4-H, and community development. The Extension Service is called the Cooperative Extension Service because it is cooperatively funded by Federal, State, and County money.

Each county extension office has a County Extension Council. Members of this council are appointed by the local staff to represent each of the four program areas in all areas of the county. The purpose of the council helps to plan and implement county programs.

*Adapted from the following publications:

ASCS Background Information, BI No. 3. Washington, D.C.; USDA/ASCA, n.d.

ASCS Conservation Programs, Program Aid Number 1355. Washington, D.C.: USDA/ASCS, 1984.

Cooperative Extension Service, Washington, D.C.: USDA, n.d.

Assistance Available From the: Soil Conservation Service, Washington, D.C.: U.S. Gov't. Printing Office, 1974.

This is FmHA, Program Aid No. 973. Washington, D.C.: USDA/FmHA, 1980.

What the Forest Service Does, FS-20. Washington, D.C.: USDA/Forest Service, 1979.

Student Self-Check I

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) FmHA makes loans only if other financing is not available.
2. (True or False) FmHA makes loans for vo-ag student projects.
3. (True or False) Most conservation districts cover two or three counties.
4. (True or False) ASCS programs emphasize areas of least erosion since they are the easiest to control.
5. (True or False) The practices to be emphasized by the ASCA are determined by local and county committees.
6. (True or False) ASC committee members are elected in the county wide general election.
7. (True or False) Part of the job of the Forest Service is to assist forest owners with multiple use management.
8. (True or False) The county agent decides on the extension program for each county.
9. Write out the name for each of the following abbreviations: USDA, ASCS, FmHA, and SCS.
10. FmHA makes business and industry establishment loans in cities of up to _________________ population.

Check-Out Activity Sheet

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

Directions: Answer the questions listed below on a separate sheet of paper. Give your answers to your instructor for evaluation.

1. (True or False) FmHA is set up to make loans to large corporation farms.
2. (True or False) FmHA can make emergency loans after a natural disaster occurs.
3. (True or False) Preference for FmHA business and industry establishment loans is given for cities over 25,000 population.
4. (True or False) The SCS provides technical assistance to individuals and groups to improve conservation practices.
5. (True or False) Most USDA agencies have boards or committees which determine county policy for the agency.
6. (True or False) The ASCS has programs to stabilize and support commodity prices and to encourage conservation practices.
7. (True or False) The function of the Cooperative Extension Service is to bring the latest research in agriculture, home economics, 4-H, and community development to the citizens of each county.
8. The ASCS has a program abbreviated ACP. What is its full title?
9. List three of the five USDA agencies that administer most of the agricultural programs.
10. Name two of the three major activities of the Forest Service.

Instructor's Final Checklist

UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about government programs in agriculture, with at least 80% accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, UNDERSTANDING GOVERNMENT PROGRAMS IN AGRICULTURE.

Your instructor will provide a test about government programs in agriculture. Complete the test.

Agribusiness Supplies and Services

USING THE FUTURES MARKET

INTRODUCTION

The futures market can be used for hedging and/or speculation. Most farmers can use the futures market by locking in sales prices for a product at the time they begin to produce it, thus limiting their risk. In this module you will learn about using the futures market.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activiy on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about how to use the futures market, complete the test with at least 80% accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, USING THE FUTURES MARKET,

   (or) ____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, USING THE FUTURES MARKET.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

USING THE FUTURES MARKET

The futures market allows for the buying or selling of a product (commodity) at a future date. A person who buys and sells without actually producing a commodity (crop or livestock) is called a speculator. Speculators hope to make money based on the market going up or down. They are taking a risk based on what they predict will occur. Using the market for this type of speculation is, to some extent, gambling.

A more practical use of the futures market for farmers is as a hedge. In hedging a farmer sells part or all of his projected production, often before planting a crop or while producing livestock. This assures the producer of a certain price at harvest or market time. Hedging should assure the producer of a profit for a normal production cycle. Hedging is a useful part of the marketing strategy for many farmers.

Many producers consider hedging to be nothing more than another form of speculation. This is not the case. In fact, hedging is the opposite of speculation in that the risk of price changes is transferred to someone else. This misconception concerning hedging in the futures market as gambling or speculation can probably be traced to a friend or neighbor who improperly used the futures for hedging. That person may well have been speculating rather than hedging, and any losses were probably widely circulated and overexaggerated.

As producers, farmers have accepted the risk involved in producing a crop or in feeding livestock. If that product is not forward contracted or hedged, the producer is speculating on the price he will receive for that commodity. If grain is held in storage without a futures contract, the individual is speculating that the price will go higher.

Hedging Reduces Risks

Farming, by its very nature, has numerous risks. After planting in the spring, weather becomes an important factor. During the growing season, crops are susceptible to disease and insect damage. Livestock producers face similar types of risks in their operations. Producers also face the uncertainty of not knowing the price they will receive for their products at the time of sale. Even more important, they face the risk of price declines during the production period. The futures market can be used to reduce the risk of price declines during the production period and price the product before harvest or sale.

For the producer, hedging offers several advantages: it can be used (1) to lock in a price, (2) to reduce price risk, (3) to extend the selling season, and (4) to provide maximum flexibility. The futures market is continually offering a price to the producer during the production period. If the producer decides that a particular price will cover the cost of production plus a profit, he may decide to hedge at that point. At that time he has priced his product and has shifted the risk of any price declines that may occur before the product is actually marketed.

Hedging Provides Flexibility

Hedging also allows the producers to maintain maximum flexibility in the pricing of their products. In today's volatile commodity markets changes in the world political environment, a weather catastrophe in some major producing area, or an outbreak of hog cholera can turn the price outlook of a commodity around overnight. If an occurrence such as this should take place and a farmer has cash contracted for future delivery, he is locked into his position and usually cannot take advantage of any higher prices which might occur. However, if he were hedged on the futures market he would have the option of getting out of the hedge and riding the market to higher price levels.

There are many benefits to hedging but the technique also has some disadvantages. First, it is relatively complex. To engage in a successful hedging program one must be familiar with the way in which futures markets operate, have accurate records of production costs and be able to estimate the local basis.

A most important factor in using the futures market is understanding the "basis". The basis is the difference between the local cash price and the nearby (the "nearby futures price" usually switches to the next month on the first delivery date of each month) futures price. The local cash price is normally below the futures price. This is because of transportation costs which vary with location of the local market, storage costs, handling costs, and profit.

If demand for a commodity is strong in relation to the supply, the cash price will rise and the basis will become smaller. Many farmers keep track of the basis for themselves and have records that go back for several years so they can predict basis and price trends.

A producer must know the basis in order to estimate the cash price that is indicated by a futures price. As a futures price becomes due for delivery it will be very close to the local cash price plus the basis. If it is not close, buying and selling will tend to even it up.

Hedging also requires making difficult decisions. The producer must decide when to hedge, how much to hedge, and analyze the possibility of getting out of a hedge during the production period if major changes occur.

Hedging requires margin money (down payment) to establish a hedge and a commission fee to the broker. The margin requirement is approximately 10% of the total value of the futures contract, and the commission fee is around $50. If the cash market rises, it may be necessary to put up more money to cover the cost of providing the commodity at the end of the contract.

Hedging provides producers with an alternative to the traditional methods of marketing and pricing their products. This alternative is, however, not a game of speculation. Hedging allows producers to lock in a price for their products anytime during the production process, which minimizes the uncertainty of the price they will receive for their products at the time of sale. Hedging also reduces the risk of price declines which could occur during the production period.

Student Self-Check I

USING THE FUTURES MARKET

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Hedging and speculating are basically the same thing.
2. (True or False) Hedging is a useful part of the marketing strategy for many farmers.
3. (True or False) People who hold grain without a futures contract are speculators.
4. (True or False) An advantage of hedging is that it locks in a price for the commodity.
5. (True or False) The basis is the difference between the local cash price and a futures market about a month away.
6. (True or False) The reason for the basis is purely transportation costs.
7. (True or False) As a futures contract draws near to its end date it will approximate the present cash price.
8. (True or False) Hedging is relatively simple.
9. (True or False) To hedge successfully a farmer must be able to estimate the local basis.
10. (True or False) To hedge successfully a farmer must have accurate production cost records.

Instructor's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test on the futures market with at least 80% accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, USING THE FUTURES MARKET.

Your instructor will provide a test on the futures market. Complete the test.

Module ABSS-3.35

Agribusiness Supplies and Services

MARKETING AGRICULTURAL PRODUCTS

INTRODUCTION

Before you market agricultural products it is important to develop specific marketing goals. Next you should explore the marketing opportunities and choose those which will best meet your goals and objectives. Changes in the size of business or agricultural products marketed may change the choice of the most desirable markets. In this module you will learn about marketing agricultural products.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about marketing agricultural products, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MARKETING AGRICULTURAL PRODUCTS,

   (or) ______________________________

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, MARKETING AGRICULTURAL PRODUCTS.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

MARKETING AGRICULTURAL PRODUCTS*

Marketing is part and parcel of the modern productive process, the part at the end that gives point and purpose to all that has gone before.

Marketing is getting the product to the consumer.

Wheat that is put in an elevator in Kansas is of no use to the housewife in Atlanta who wants to make rolls for dinner. Cattle on a Texas ranch are not steaks in New York. Cotton at a gin in Alabama is not a dress at a party in Louisville.

The goods that farmers grow and sell must be stored, transported, processed, and delivered in the form and at the time and to the places that consumers desire.

The storing, transporting, processing, and delivery are the simpler parts of marketing. Farmers in an earlier day often did them when they sold directly to customers. Some people still buy some products from some farmers, especially in small towns and rural communities.

But specialization is the general rule today. Fewer and fewer farmers sell directly to consumers. Rather, each function that occurs in marketing or between the time the farmer first offers his products for sale and the final purchase--each function is performed by agencies or persons who have some particular advantage or skill.

Specialization--the division of labor--itself creates a series of activities in the marketing process. As the process becomes increasingly complex, as more and more steps come between the farmer and the buyer, agencies or individuals appear whose only business is to facilitate exchange of ownership--commodity exchanges, brokers, commission houses.

Creameries, elevators, packing sheds, canneries, tobacco warehouses, cotton gins; local buyers, assemblers, auction markets; trucklines, railroads, and aircargo companies; commission houses, brokers, organized exchanges, credit institutions; packing plants, flour and textile mills, cigarette factories; wholesalers, jobbers, exporters, converters, factory sales representatives; independent and chain groceries, specialized clothing and the general department stores, mail-order houses, drugstores, restaurants--those are the kinds of agencies that move farm products to consumers over the United States and the rest of the world.

Our Modern Marketing System Has Several Functions

From one standpoint, its function is to move the desired varieties of farm and food products to consumers in the desired forms and conditions at the lowest possible cost.

From another standpoint, its function is to make a living for people working in it and to yield reasonable returns to the capital and management skills devoted to it.

The marketing system also has the function of finding and developing new markets.

These three functions do not necessarily conflict with each other. In fact, in an economy based on free enterprise and competition they lead to the same end.

Cost of Food Services and Distribution

The estimated bill for marketing domestic farm foods--which does not include imported foods--was $243 billion in 1984. This covered all charges for transporting, processing, and distributing foods that originated on U.S. farms. It represented 73 percent of the $332 billion consumers spent for these foods. The remaining $89 billion represented the payment, or gross return, that farmers received.

The cost of marketing farm foods has increased considerably over the years, mostly because of rising costs of labor, transportation, food packaging materials and other inputs used in marketing, and also because of the growing volume of food and increase in services provided with the food.

These rising costs have been the principal factor affecting the rise in consumer food expenditures. From 1974 to 1984, consumer expenditures for farm foods rose $178 billion. Over four-fifths of this increase resulted from an increase in the marketing bill.

The cost of labor is the biggest part of the total food marketing bill. Labor used by assemblers, manufacturers, wholesalers, retailers, and eating places cost $108 billion in 1984.

Between 1974 and 1984, the total number of food marketing workers increased by more than a third. The total number of food marketing workers in 1984 was about 10 million. The growth in employment, however, was largely confined to public eating places.

Setting Marketing Goals and Using Market Information

All of us would like to sell at the very highest price every year. Since the very highest price is impossible for anyone to predict and accomplish, trying to achieve such a goal will only frustrate a person. On the other hand, setting reasonable goals and meeting them can lead to satisfaction and reasonable profits.

Marketing goals can include not only prices and profits, but quantities, dates, and other factors. Most consumers in the United States want high quality products and are usually willing to pay more for them. As part of a marketing strategy, then, the producer needs to try to meet the demands of the market in order to increase sales and profits.

In order to set and meet reasonable goals, it is important that producers have market information about the supply and demand of commodities as well as local and terminal market reports. For more details on this, see Module ABSS-3.21, LOCATING AND INTERPRETING MARKET INFORMATION

Selecting the Best Market

What shall I do? Shall I sell my cattle to the packer buyer who has just made an offer or send them tomorrow to an auction market? Shall I sell my hogs today at the local buying station or wait another week? Would it be profitable to erect a roadside market for selling my apples and peaches? Shall I sign a contract to produce so many acres of green beans or shall I put that land in soybeans this season? Shall I contract some of my expected wheat crop before harvest, or sell it all at harvest to my local co-op?

These questions suggest the nature of market alternatives for farmers. Alternatives involve outlets or buyers. Also important are the various conditions of sale. Some of these conditions can be classified by type of market outlet such as an auction, buying station, feedlot sale, or roadside stand. Other market alternatives involve the market options provided. These market options include the time relationships of sale, delivery and pricing; schedule of premiums and discounts, and other factors.

What criteria do farmers consider when selecting their best marketing alternatives? Highest net returns is likely to be at the top of the list. Net return is the take home pay after all marketing expenses (transportation, commissions, time spent in selling, pricing, and delivery) are deducted. Clearly, net returns are more important than gross returns.

The number of nearby buyers has gone down in recent years. A declining number of processors and of other outlets for many commoditeies means that markets are fewer and farther away. Transportation costs for many commodities can rapidly erode net returns.

Farm Cooperatives

A farm cooperative is a special kind of business firm owned and operated by an association of farmer-members for their mutual benefit. When organized as a corporation, a co-op has the usual corporate attributes of unlimited life, limited liability, and freedom to contract as an artificial person. A cooperative differs in significant ways from the ordinary Investor Owned Firm (IOF). A cooperative's member-patrons (customers) control it via democratic voting procedures. Operation is at cost with the savings refunded to members in proportion to their volume of business with the co-op. A cooperative may have capital stock, as in an IOF, but the stockowners do not have voting control of the co-op nor do they receive more than limited returns.

Cooperatives may provide bargaining and/or marketing services to their members. A bargaining cooperative, in fruits and vegetables for processing or specialty crops or milk, represents its members in working out marketing agreements on terms of sale with individual processors. Capital requirements are small because a strictly bargaining co-op is not involved in the physical functions of marketing. Bargaining, as a way of discovering price and other terms of the transaction, is particularly useful when commitments are needed before planting time as to what is grown and who will process it. Likewise the highly perishable characteristics of fluid milk have made cooperative bargaining a useful way of reducing market uncertainty and transaction costs. Market access and adequate demand are necessary characteristics of milk markets.

A marketing cooperative requires significant capital to finance the inventories and the physical facilities essential to buying, assembling, storing, processing, and shipping agricultural commodities.

Uses of Contracts

Contracts are becoming a more important part of market alternatives. While buyers often have been more aggressive than producers in seeking contracts, many producers have found contracts useful. Producers use contracts to fix a price they like or to reduce risk. Producers may use a contract to assure market access or to participate in pooling. In a few markets such as broilers, market access is impossible without contracts. In some cases producers without marketing contracts find credit very difficult to obtain for producing that commodity.

Contracts vary in nomenclature around the country. One classification distinguishes between marketing and production contracts. A marketing contract is a simple forward sale of a growing crop or growing livestock or an existing inventory. The marketing contract provides for later delivery and may fix price or provide for pricing later.

A production contract provides for a commodity to be produced and involves the "buyer" in the production process in terms of providing specifications and inputs. Broilers are the prime example of production contracting, although some turkeys and eggs, a few hogs, and some vegetables for processing are also included.

There is generally a different sharing of risks and returns in production contracts than in marketing contracts. From a general perspective, both kinds of contracts are considered as market options.

Time Options

Another important characteristic is the set of options provided for the timing of sale and delivery. Selling, establishing a price, and delivery of possession are separate acts that may or may not be done at the same time.

As farmers search for new ways to manage market price risks and to time sales for high returns, they are testing options that frequently involve a separation in time of pricing, selling, and delivery.

The traditional, simultaneous (all at once) sell-price-deliver (SPD) time spectrum is still likely the most used market option. Sale of livestock in an auction or terminal market, or sale for cash of grain delivered to an elevator, are examples of simultaneous SPD. Other examples include farmers selling their wares at roadside markets, or producers selling tobacco for cash at the warehouse.

A rather similar option is to sell and price simultaneously with delivery later. The "later" may vary from the next day to several months. Deliver usually occurs at harvest or when the livestock are ready for market. This SP-D option includes various production and marketing contracts in which pr is fixed at the time of the contracting. Examples include not only the commodities produced on production contracts, but also marketing contracts for hogs, cattle and various crops. Generally producers are most interested in fixing prices through marketing contracts when they have pessimistic price expectations.

A third time option is to sell at delivery with price set later. Ordinarily price is set according to a formula. The simplest case of SD-P is perhaps grade and yield selling of livestock, in which a specific set of prices for various quality characteristics is agreed upon with the actual characteristics (and hence prices) determined later during processing. The pricing delay is necessary for a postslaughter measurement of quality. A more striking example is grain or soybeans sold to an elevator on a deferred pricing plan, in which the seller eventually picks the day for pricing and price is determined by formula. The formula may relate price to the current offer price of the elevator or the price of a nearby futures contract. In the grain example, the producer gains time to achieve what he or she hopes to be a better price. One disadvantage is the producer has given over possession of the commodity without payment and thus depends for some period on the buyer's financial solvency.

A fourth time option is to sell now with both delivery and pricing postponed until later. A major example of S-DP is dairy producers who contract to market all milk for the coming year to their co-op, or to an IOF, with prices determined later through some process such as co-op bargaining.

Pros and Cons of Pools

Pooling is another example of a marketing option. To pool is to allow your commodity to be sold along with that of other producers by a cooperative or other pooling firm. Generally most agreements to pool are made before harvest. The eventual price received by the pooling producer is determined by the average net pool receipts for the qualities sold by that producer. An expert pool manager may be able to secure a better pool price than many farmers would obtain on their own. However, the farmer has to wait a year for part of the final payment and has to yield the selling decisions to the pool manager. Pooling is common in rice and milk markets, and is used some in soybeans, wheat, and other crops.

Changes in Markets

One of the biggest changes in use of market outlets for the big ticket commodity has been the decline of terminal markets for livestock. At the beginning of this century they were the dominant method of livestock marketing. Now terminals may be gone by the end of the century. Much the same decline occurred earlier for the "produce" markets (fruits, vegetables, poultry, and eggs). As open, public markets, the terminals were widely praised for their pricing efficiency. Even yet, the easily gathered prices at terminal livestock markets are disseminated quickly as important market news.

The terminals' decline stems from two weaknesses. Terminals are operationally inefficient because they generally have higher transportation and transfer costs than direct shipment from seller to buyer. Terminals also generally lack SPD flexibility; their operations are geared to simultaneous sale, delivery, and pricing. Farmers generally prefer to have the sale closed before delivery, because they retain no negotiating power once delivery has been made to the terminal.

Auctions are still a real option for public sale of some products. In livestock, auctions offer outlets for the smaller producers and for odd lots, breeding stock, etc., of the larger producers. Auctions are also important for feeder livestock. In these instances where some off-farm collection point (physical assembly) is necessary, the auctions can be operationally efficient. Auctions are also the way that tobacco is sold. Otherwise, auctions are seldom used as market alternatives by farmers.

Electronic Markets

The appeal of the electronic commodity markets (ECM) is that they combine pricing efficiency of the old terminals with the operational efficiencies of direct seller-buyer shipment. Moreover, an ECM tends to enlarge the market for farmers because more distant buyers can compete when transaction costs are lower. Thus some price increase can be expected from the development of an ECM provided that volume is sufficient to keep market costs low.

USDA has financed experimental operation of computerized ECMs in slaughter hog and feeder cattle marketing. Sizable volumes of lambs and cotton are being marketed on computerized ECMs. Large quantities of feeder pigs are being marketed by telauction, a simpler version of ECM.

The attractiveness to farmers of selling the commodity while on-farm was commented on previously. In fact, most market alternatives do involve that characteristic. The main exceptions would be auctions, terminals, and such actions as the shipment of hogs to a packer or a packer buying point with no prior packer commitments to purchase.

The larger the producer, the more likely it is that he or she sells through individual negotiation, or what is often called private treaty. On the buying side, the larger the potential purchase, the more attractive to buyers and thus, the more buyer competition. On the selling side, the larger the potential sales, the more effort that a seller can devote to obtaining market information and to becoming a skilled seller. Hence, individual negotiation is used frequently for numerous commodities including livestock, poultry, eggs, fresh fruits and vegetables, cotton, grains and oilseeds.

Direct marketing of farmers to consumers is a specialized and growing market alternative. While not important for all farm commodities, direct marketing--roadside markets, U-pick operations, and farmers' markets in cities--is very important to some farmers. the major sales are in fruits, vegetables, meat, floral and nursery products.

How do farmers select their best market alternatives? Sometimes there is little choice--so little that farmers develop co-ops or even roadside markets to obtain market access. Sometimes there may be a confusing number of market options. Generally, however, farmers do have several options as to timing and several competing buyers. Thus, they may consider alternative outlets and options in terms of the market characteristics they deem important in order to make choices based on their goals.

*Adapted from: L. J. Norton, "Marketing: What Is It? Why Is It?", Marketing: The Yearbook of Agriculture. Washington, D.C.: U.S. Department of Agriculture, 1954.
V. James Rhodes, "Selecting the Best Market Alternative", Food-From Farm to Table: The Yearbook of Agriculture. Washington, D.C.: U.S. Department of Agriculture, 1982.
1986 Fact Book of Agriculture. Washington, D.C.: U.S. Department of Agriculture, 1986.

Student Self-Check I

MARKETING AGRICULTURAL PRODUCTS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Marketing is getting the product to the consumer.
2. (True or False) Some farmers sell directly to the consumer.
3. (True or False) The cost of marketing has generally decreased over the past ten years.
4. (True or False) Increased food costs are due to increased costs of the raw food.
5. (True or False) Between 1974 and 1984 the number of food marketing workers decreased by about a third.
6. (True or False) The goal in marketing should be to sell for the very highest price.
7. (True or False) Net returns are more important than gross returns.
8. (True or False) High transportation costs make location of markets important.
9. (True or False) The smaller the producer, the more likely that he or she sells through individual negotiation.
10. (True or False) Producers generally have several competing buyers for their commodities.

Instructor's Final Checklist

MARKETING AGRICULTURAL PRODUCTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about marketing agricultural products with at least 80 percent accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, MARKETING AGRICULTURAL PRODUCTS.

Your instructor will provide a test about marketing agricultural products. Complete the test.

Agribusiness Supplies and Services

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

INTRODUCTION

Both employees and employers have legal rights and responsibilities related to employment. These rights and responsibilities may be expressed (written) or implied (assumed or expected). They include federal and state laws, regulations, court cases, and labor-management contracts. A good understanding, preferably in writing, of what is expected of employer and employees can avoid many problems. In this module you will learn about legal requirements for off-farm employment.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about legal requirements for off-farm employment, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ and STUDY about understanding legal requirements for off-farm employment using the recommended reference provided by your instructor.

   RECOMMENDED REFERENCE: Binkley and Byers, SOE Programs in Agriculture, pp. 504-507,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT.

3. LISTEN to your teacher or other person as they discuss the latest legal requirements for off-farm employment,

   (or)____

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Student Self-Check I

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Since many people listen better than they read, it is best to discuss rather than to write out employment contracts.
2. (True or False) Some phases of legal requirements are standard throughout the 50 states.
3. (True or False) Employment certificates are issued by local school personnel such as the superintendent.
4. (True or False) As a part-time student worker you are covered by unemployment insurance.
5. (True or False) Your employer will pay the costs of social security for you.
6. (True or False) Workmen's compensation laws generally provide payment for medical care and benefits to an employee injured on the job.

Instructor's Final Checklist

UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about legal requirements for off-farm employment	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, UNDERSTANDING LEGAL REQUIREMENTS FOR OFF-FARM EMPLOYMENT.

Your instructor will provide a test about legal requirements for off-farm employment. Complete the test.

Module ABSS-3.37

Agribusiness Supplies and Services

USING THE COMPUTER

INTRODUCTION

In recent years, technological developments have provided agriculture with microcomputers for the agricultural classroom, farm, and agribusiness. The technological developments include advances in the microcomputer chip, integrated circuits, powerful computer languages, and telecommunications.

Microcomputers are serving the needs of agriculture through data handling and storage (inventory control, production calendar, scheduling, mailing lists, forage inventory, etc.), financial records (farm income tax, estate planning, budget, payroll management, etc.), statistical projections and simulations (commodity charting, risk analysis, cost analysis, best crop, etc.), environmental controls (insect control, sprayer calibration, winter grazing evaluation, etc.) and telecommunications.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about computers, complete the test. The test must be completed with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, HISTORY, USES AND FUTURE OF COMPUTERS, (or) Read a reference selected by your teacher.

2. PARTICIPATE in a field trip (individual or group) to visit an agribusiness and/or a farm operation which uses a computer in their business.

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, HISTORY, USES AND FUTURE OF COMPUTERS.

4. READ Instruction Sheet II, BASIC PARTS OF A MICROCOMPUTER, (or) READ the "Guide to Operations" for your computers.

5. LISTEN and OBSERVE your instructor discuss and demonstrate the parts of a microcomputer.

6. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, PARTS OF A MICROCOMPUTER.

7. READ Instruction Sheet III, COMPUTER TERMS AND DEFINITIONS.

8. LISTEN and OBSERVE your instructor discuss and demonstrate computer terms and definitions.

9. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, COMPUTER TERMS AND DEFINITIONS.

10. PRACTICE operating a microcomputer system including printer, related hardware, and software.

11. ARRANGE with your instructor to complete the module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

HISTORY, USES AND FUTURE OF COMPUTERS*

A computer, regardless of size, is only a piece of equipment which will make calculations and data manipulation tasks easier and faster. Learning how to use a computer does take some time, however, successful operation of a computer does not depend on the user's level of education. Computer users should also realize that the operation of many computers are less complicated than some farm and agribusiness machinery.

The development of today's computer can be traced from the early mechanical devices such as the speedometer and mechanical adding machines. The first computers were mechanical devices with electric circuits. These computers were extremely slow because of the mechanical parts.

Vacuum tubes were used to replace the mechanical parts of the computer in the 1940's. The use of vacuum tubes significantly increased the speed of the computer. This first generation of computers could perform all the functions (information storage, input, output, data manipulations and programming) of today's computers except internal programming. The first generation of computers were very large, used massive amounts of electricity, needed powerful environmental control devices due to the heat generated by the vacuum tubes, and were very expensive to maintain.

The development of the transistor in 1947 by Bell Laboratories, which replaced the vacuum tubes, began the second generation of computers. These computers, built from the late 1950's until 1964, were much smaller than the first generation computers, required less electricity, small environmental systems to cool the system, and possessed increased efficiency, speed, and reliability.

The third generation of computers was characterized by the use of integrated circuits, increased programming and component sophistication, and overall miniaturization of the system. The integrated circuits have the transistor functions built into miniature circuits in chips of silicone. The first integrated circuits used in computers appeared in the mid 1960's consisting of approximately a hundred transistor type elements on a single chip. The degree of miniaturization has become so great that chips with over 100,000 elements have been produced.

The integrated circuits and other advances in technology have made possible small and relatively inexpensive computers. These computers range in size and cost from the minicomputers to the microcomputers. Microcomputers or desktop computers readily became available in the mid 1970's. The desktop computer could support high-level programming languages and had sufficient memory for various applications.

The microcomputer and related technology is becoming a very important part of agriculture, a highly technical and rapidly changing industry. Existing alternatives to the way agribusinesses and farming enterprises operate and keep records are being developed. The uses of microcomputers in agribusiness and farming operations is limited only by one's imagination.

Basic uses of a microcomputer include: (1) word processing (correspondence, contracts, form letters, invoices, newsletters, memos, etc.), (2) data base (inventory, contact lists, customer lists, employee records, etc.), (3) spreadsheets (budgets, checkbook balancing, financial planning, contract estimates, bookkeeping records, tax records, simulations, etc.); and (4) telecommunications.

Additional agribusiness or farm operations using a computer are:
--crop production records
--crop lease breakdown analysis
--plant populations and seed spacing
--horticultural crop schedules
--least cost fertilizer
--animal production records
--winter grazing evaluation
--cattle market analysis
--ration balancing
--grain market analysis
--culling sows
--diagnosing crop diseases
--irrigation schedule
--machinery cost
--sprayer calibration
--guidance systems on tractors which use a computer to make application of chemicals, herbicides and pesticides, more precise.

As we move into the fourth and fifth generation of computers, levels of miniaturization will continue, speech synthesis, voice recognition, artificial intelligence, multiprocessing (the simultaneously running of several programs by one computer), and image processing will be incorporated into agribusiness and farm operations. The next generation of computers will have the ability to learn and draw inferences from information just like experts solve problems.

*Adapted from: Anderson, K. B., "Computer Facts" (AEC-10), Cooperative Extension Service, College of Agriculture, University of Kentucky.

Student Self-Check I

HISTORY, USES AND FUTURE OF COMPUTERS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. List the major developments that began the first, second, and third generation of computers.
2. List the five functions that today's computers perform.
3. List two characteristics of the third generation computers.
4. List the four basic uses of a microcomputer.
5. List five uses of a microcomputer specific to agribusiness or farm operations.

Instruction Sheet II

BASIC PARTS OF A MICROCOMPUTER*

A microcomputer system consists of both hardware and software. Hardware is the various physical components of a microcomputer, including the central processing unit and other equipment such as the printer, keyboard, and video displays. Software is the programs written to control the hardware.

The hardware of a microcomputer system consists of five basic parts. The basic parts include (see illustration on next page) the central processing unit (CPU), internal memory (RAM and ROM), storage devices (tape or disk), input devices (keyboard), and output devices (video display and printer). These parts are typical of all microcomputer systems. A larger system may have a number of keyboards, video displays, printers, and storage devices connected to the central processing unit.

Central Processing Unit

The CPU or central processing unit is the "brains" of the microcomputer. The CPU is a complex integrated circuit called a microprocessor. The CPU is located on the main control circuit board and receives, manipulates, and directs electrical signals to all the other microcomputer parts.

Internal Memory

In order for the CPU to perform useful work, a microcomputer must have the ability to store information to tell the CPU what to do as well as store data to work with. The ability to store information internally within the microcomputer is known as memory.

There are two types of internal memory. ROM (Read Only Memory) contains programs written by the manufacturer and installed in the factory. ROM programs are permanent and cannot be changed. Special instruments, equipment and well trained people have permanently stored information in ROM. The BASIC language instructions and many other operating procedures are often stored in ROM. The information stored in ROM is not lost when the system is turned off.

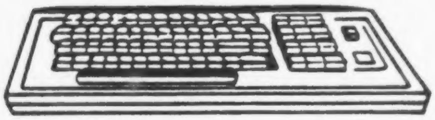
RAM is Random Access Memory. RAM can be changed by the user. Whenever you write a program or load a program, it is stored in RAM. When the system is turned off, everything in RAM is lost.

ROM and RAM are distinctly different in their functions. A program (written by the user or purchased) is stored in RAM. The RAM program tells the microcomputer what to do. The information stored in ROM since factory installation enables the microcomputer to understand the RAM program and instructs the CPU in how to do the RAM instructions.

Instruction Sheet II, (page 2)

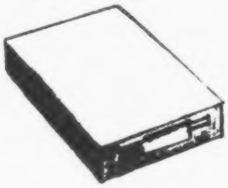
BASIC PARTS OF A MICROCOMPUTER

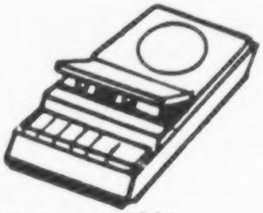
Input Devices



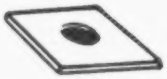
keyboard

disk drive

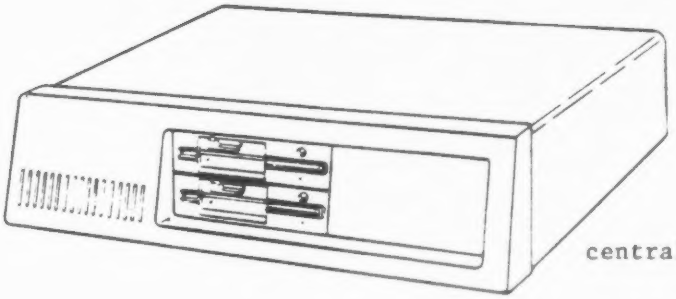




tape cassette

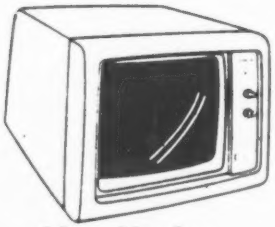


disk

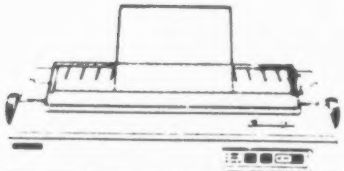


central processing unit

Output Devices



video display



printer

Instruction Sheet II, (page 3)

Storage Devices

There are a variety of storage devices, however, cassette tapes and floppy disks being the most common. These devices are for external storage of data, programs, and various types of files. Cassette tapes are an economical method for the microcomputer to store information. The cassette tapes provide considerable storage capacity, however, does not provide speed of transmission or time of access when compared to disks. Floppy disks load and unload much faster than cassette tapes. Floppy disks for the microcomputer are usually 5 1/4".

Input Devices

Input devices such as keyboards, disks, cassette tapes, modems, etc. are ways to communicate with the computer. The keyboard is extremely important as a means to input information and instruction into the computer. Keyboards vary in many characteristics such as the number of keys, numeric key pads, function keys, and key touch. Some keyboards are attached to the CPU and video displays and those which are not attached.

Output Devices

Output devices such as video displays, printers, disks, and modems are the computer's means of communicating to the operator. A video display shows what is being entered from the keyboard, that which is stored in memory or the output of a program. Video displays vary in size, color, characters per line, number of lines on the screen, scrolling, graphics, and resolution. A printer is necessary in order to have permanent records of computer output. With the video display, the computer output is visable only as long as you keep it on the screen. Printers range in quality of printing, speed, and cost, depending upon the needs of the user.

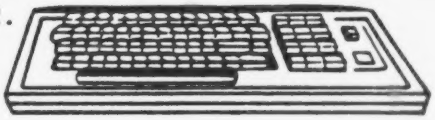
*Adapted from: "Identify Parts of a Microcomputer" (Task COTA-1-002), and "4-H Computer Project I: Learning About Computers" (4-H 1077B).

Student Self-Check II

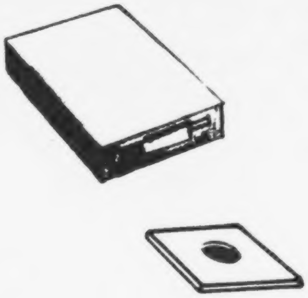
BASIC PARTS OF A MICROCOMPUTER

Directions: Look at the microcomputer parts illustrated below. On a separate sheet of paper name the parts. Check to see if your answers are correct according to the procedure established by your instructor.

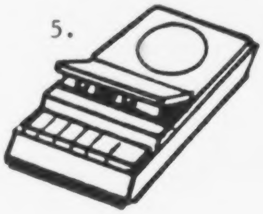
2.



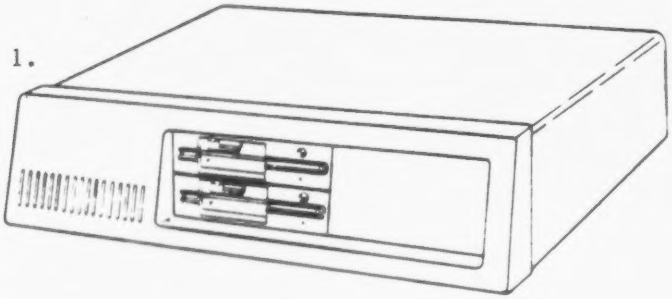
6.



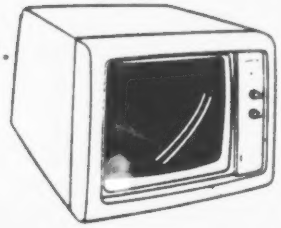
5.



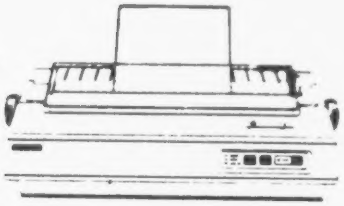
1.



3.



4.



Instruction Sheet III

COMPUTER TERMS AND DEFINITIONS

Now that you have become familiar with the parts of a microcomputer, you must learn some of the computer terms which will aid you in understanding and talking about computers. Many of the computer terms were discussed in Instruction Sheet II but were not defined.

BASIC - Beginner's All-purpose Symbolic Instruction Code, a simplified language using numerous common English words as commands and instructions to tell the microcomputer what to do.

BIT - A unit of information used to represent one of two digits (1 or 0). A bit can be thought of as representing a simple yes/no choice, or as representing whether a circuit is on or off.

BYTE - A series of adjacent bits which define a character, numbers or letters.

COMPUTER - Any device which can receive and then follow instructions to manipulate information.

CPU - Abbreviation for Central Processing Unit, that part of a computer which performs calculations and controls input/output operations.

DISK - Usually refers to a floppy disk used with microcomputers to store software and data outside of RAM. Two sizes are standard at this time: 5 1/4 and 8 inch.

DOS - Refers to Disk Operating System. The program responsible for the housekeeping and communications between the input/output devices and the computer.

HARDWARE - The microcomputer equipment, including all input and output devices (disk drives, video displays, printers, etc.).

K - Stands for approximately 1,024 bytes.

MACHINE LANGUAGE - The "native language" of a computer; those fundamental instructions the computer is capable of recognizing and executing. The instructions are represented by binary code (1's and 0's).

MEMORY - Electronic circuitry and storage devices which hold the binary 1's and 0's the computer can access.

MICROCOMPUTER - A computer based on a microprocessor. A small computer system which usually fits on a desk top.

MODEM - An electronic device which interfaces the microcomputer to the telephone for transfer of software, data, etc., with electric signals.

PRINTER - A device for producing a hands on readable copy of results from a computer.

PROGRAM - A set of instructions or steps telling the computer how to handle a problem or task.

RAM - Random-Access-Memory; known as the main or internal memory.

ROM - Read-Only-Memory; another form of internal memory not changeable by the user.

SOFTWARE - Programs written for computer systems.

VIDEO DISPLAY - The screen or monitor where all the things you type on the keyboard will be displayed.

Student Self-Check III

COMPUTER TERMS AND DEFINITIONS

Directions: On a separate sheet of paper, letter from "A" to "O". Beside each letter write the correct number for the word which matches the definition that appears on the following page.

1. DOS
2. K
3. Microcomputer
4. Modem
5. RAM
6. Hardware
7. Software
8. CPU
9. BASIC
10. Program
11. Video Display
12. DISK
13. Byte
14. Computer
15. Input Device
16. Cassette Tape
17. Date
18. ROM
19. Memory
20. Bit

Student Self-Check III, (page 2)

A. Any device which can receive and then follow instructions to manipulate information.

B. The program responsible for the housekeeping and communications between the input/output devices and the computer.

C. A unit of information used to represent one of two digits (1 or 0). It can be thought of as representing a simple yes/no choice, or as representing whether a circuit is on or off.

D. Electronic circuitry and storage devices which hold the binary 1's and 0's the computer can access.

E. Known as the main or internal memory.

F. The screen or monitor where all the things you type on the keyboard will be displayed.

G. That part of a computer which performs calculations and controls input/output operations.

H. Stands for approximately 1,024 bytes.

I. An electronic device which interfaces the microcomputer to the telephone for transfer of software, data, etc., with electric signals.

J. Programs written for computer systems.

K. A set of instructions or steps telling the computer how to handle a problem or task.

L. Another form of internal memory not changeable by the user.

M. A series of adjacent bits which define a character, numbers or letters.

N. A computer based on a microprocessor. A small computer system which usually fits on a desk top.

O. The microcomputer equipment, including all input and output devices (disk drives, video displays, printers, etc.).

Instructor's Final Checklist

USING THE COMPUTER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test on using the computer with at least 80 percent accuracy	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, USING THE COMPUTER.

Your instructor will provide you with a test on using computers. Complete the test.

Module ABSS-3.38

Agribusiness Supplies and Services

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

INTRODUCTION

Agribusiness careers are generally considered to be in agricultural supplies, services, and equipment. In order to determine the career opportunities that are of interest it is important to know what occupations there are, what the work is like, and qualifications and abilities needed for each occupation. In this module you will learn about the career opportunities in agribusiness.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about career opportunities in agribusiness, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ about career opportunities in agribusiness using the recommended reference.

   RECOMMENDED REFERENCE: Binkley and Byers, SOE Programs in Agriculture, pp. 331-350.

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Student Self-Check I

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) In the past, farmers and ranchers used home-grown materials in their production.

2. (True or False) As prices of supplies and services rise and farmers become more specialized, they will use more home-grown materials.

3. (True or False) Agricultural supply stores (including home and garden) have annual sales estimated at over $8 billion.

4. (True or False) Agricultural supply stores (including home and garden) employ over 200,000 persons annually.

5. (True or False) Most agricultural supply jobs require a college degree.

Instructor's Final Checklist

DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test on career opportunities in agribusiness with at least 80 percent accuracy	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, DETERMINING CAREER OPPORTUNITIES IN AGRIBUSINESS.

Your instructor will provide a test about career opportunities in agribusiness. Complete the test.

Agribusiness Supplies and Services

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

INTRODUCTION

For cooperative experience to provide the best possible training, a carefully prepared plan is necessary. A good plan is an important first step to good training. The plan should be written and agreed to by all parties concerned. In this module you will learn to prepare cooperative experience training plans.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a training plan form and necessary information, complete the form with neatness and accuracy acceptable to your instructor.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS, (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS.
3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

A training plan agreement is not only a plan for training but is also a protection for all parties agreeing to it, as it records the agreement in writing. Training plan agreements are required in Kentucky for students involved in cooperative education programs. The training plan should be completed and signed by all parties before the start of your work experience program.

The training plan and agreement should provide the following information:

A. Student's
    1. Name
    2. Age
    3. Address
    4. Telephone number
    5. Social Security number
    6. Occupational objective
B. Training Station's
    1. Address
    2. Telephone number
    3. Supervisor's name
    4. Starting and ending dates for work experience
    5. Wages
C. Jobs or responsibilities to be carried out
D. Evaluation and comments
E. Signatures of:
    1. Student
    2. Employer
    3. Parent
    4. Teacher
    5. School administrator

Most of this information can be completed rather easily on the form generally used in Kentucky and shown in the following example.

School Year 1987-88

EXAMPLE

TRAINING PLAN AGREEMENT IN AGRIBUSINESS EDUCATION

Name John Sample **Age** 17 Social Security No. 000-00-0000

Address P.O. Box 922 -- Ourtown, Kentucky 00000 School Ourtown High

Occupational Objective To become a Nursery Manager

Name & Address of Training Station Ourtown Nursery Company
Rt. 2 -- Box 71 Ourtown, Kentucky 00000

Training Station Supervisor Mr. Joe Doe **Telephone** (000) 000-0000

Starting Date April 1, 1988 **Ending** December 31, 1988 **Beginning Wage** $ 3.60 per hour

Review for Wage Increase----Date July 1, 1988 **Safety Instruction Will Be Given At School** Yes On the Job Yes

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	
NURSERY BUSINESS OEPRATION					
1. Practice business policies a.merchandise b.guarantee c.trade d.credit	Continuous	X		X	
NURSERY STOCK PROPAGATION					
1. Select, set-up, and use propagating structures and equipment	10 hours	X		X	
2 Operate a mist system propagating bench	7	X		X	
3. Select container for growing nursery stock	3	X			
4. Construct growing structure	18	X			
5. Select propagating supplies and plant materials	7	X			
6. Select and mix potting media	20	X		X	

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	
7. Sterilize soil, media, and containers	30	X			
8. Select and graft nursery stock	40	X			
9. Collect and prepare cuttings for rooting	10	X			
10. Select and use plant rooting hormones	6	X			
11. Pot newly rooted cuttings	14	X			
12. Manage stock during growing prior to lining out or sale	11	X			
13. Maintain growing structures	8	X			
14. Prepare and package cuttings for shipment	35	X			
PLANTING AND GROWING NURSERY STOCK					
1. Select planting materials	5	X		X	
2. Select and apply fertilizer to area	15	X			
3. Improve soil structure	20	X			
4. Improve soil drainage	15	X			
5. Prepare the land area	30	X			
6. Care for plants prior to planting	12	X			
7. Line out nursery stock	35	X			
8. Select and apply herbicides	15	X		X	
9. Cultivate and control weeds including mulching materials	60	X		X	

Jobs and Responsibilities (write out each learning activity)	Approximate Placement Time (hours spent in each learning activity)	Place(s) Experiences to be Secured			Evaluation and Comments
		Agricultural Business	Home or Commercial Farm	School Laboratory	
10. Prune and train nursery plants	60	X			
11. Start nursery plants in containers	18	X			
12. Manage container grown plants	30	X			
13. Control insects, pests, and diseases	25	X		X	
HARVESTING, PACKING, & MARKETING NURSERY STOCK					
1. Ball trees, shrubs, and vines	50	X			
2. Handle bare root trees, shrubs, and vines for storage	35	X			
3. Grade, pack, and crate plants	75	X			
4. Determine the value of nursery grown plants	15	X		X	
5. Market nursery plants	35	X			

This is an original Training Plan Agreement X A revised Training Plan Agreement ____ entered into on the date of November 15, 1988.

(Student)

(Parent)

(Employer)

(Teacher of Agriculture)

(School Administrator)

(Other)

The most difficult part of completing the form is the listing of the jobs and responsibilities (competencies) to be completed. Jobs and responsibilities are different for each occupation and may vary from employer to employer in the same occupation.

It is important that you identify where each competency is to be secured. Competencies may be secured in an agricultural business, home or commercial farm, and/or school laboratory.

One copy of your training plan should be kept in your student folder, and another copy should be kept at home. This way you will always know where to find a copy even if you lose the copy you keep at home.

Look on pages 493-495 in SOE Programs in Agriculture, by Binkley and Byers, for examples of competencies for different work stations. You may also wish to ask your instructor for help in developing a list of competencies for your placement. A complete list of competencies can be found in the student competency folder for each area of agriculture such as production agriculture, horticulture, or agricultural mechanics. These lists can be used to develop the list of competencies for your training plan.

Student Self-Check I

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Training plans are required in Kentucky for cooperative programs.
2. (True or False) Training plans may be oral or written.
3. (True or False) Training plans should be complete and signed before you start your training.
4. (True or False) The most difficult part of developing a training plan is listing the jobs and responsibilities (competencies) on the form.
5. (True or False) Competencies may be secured in an agricultural business, home or commercial farm, or school laboratory.
6. (True or False) A copy of your training plan should be kept in your student folder.

Instructor's Final Checklist

PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student accurately completed a cooperative experience training plan, including:

	Fully Accomplished	Not Accomplished	Not Applicable
Student's information	☐	☐	☐
Training station information	☐	☐	☐
Competencies to be developed	☐	☐	☐
Indication of five (5) signatures needed	☐	☐	☐
Information completed neatly and accurately	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING COOPERATIVE EXPERIENCE TRAINING PLANS.

Your instructor will provide a training plan form and information for you to fill in on the form. Complete the form.

Agribusiness Supplies and Services

KEEPING RECORDS ON OFF-FARM SOEPs

INTRODUCTION

It is important to keep records of off-farm supervised occupational experience programs (SOEPs) just as it is important to keep records of on-farm experience programs. In order to have a complete picture of income and earnings, both farm and off-farm records are necessary. Records are useful for many purposes which will be discussed in this module. In this module you will learn how to keep records on off-farm Supervised Occupational Experience Programs (SOEPs).

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read a Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a sample record sheet for recording off-farm earnings, expenses, and experiences, and a list of items to record on this sheet, complete all entries and make mathematical calculations without error.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, KEEPING RECORDS ON OFF-FARM SOEPs,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, KEEPING RECORDS ON OFF-FARM SOEPs.
3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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KEEPING RECORDS ON OFF-FARM SOEPs

For many farmers and students of agriculture, off-farm work may provide a considerable portion of their total income. Students whose work experience is an off-farm placement may have all their income from this one source. Even non-agricultural earnings should be recorded for a complete record. Records have many important uses. The following list indicates some of the uses of records.

Uses of Off-Farm Experience Program Records

Determining amount of money made
Determining kinds of experiences and quality of each
Comparing results with standards and goals
Making plans--developing training plans
Providing a basis for decision making
Using in borrowing money
Aiding in filing income tax returns
Learning to keep records
Making a favorable impression on parents and cooperating employers
Assisting in applying for a job

Records To Be Kept On Off-Farm SOEPs

You should keep a record of the jobs and responsibilities carried out. You should also keep a record of hours spent and any wages earned. Wages need not be earned in order to record the experience gained. The degree of skill attained should be evaluated by your employer or instructor and become a part of your record. Good records of your experiences will be helpful when you are applying for a job, college, or degrees and awards.

Selecting A Record Book

A number of different record books are available to help you record your off-farm income and activities. If you are not presently using a book to record off-farm income and activities, see your instructor for help in selecting a record book for this purpose. Many record books list agricultural and non-agricultural income separately. The following examples should help you determine on which page to record each type of activity.

Instruction Sheet I, (page 2)

Examples of Off-Farm Agricultural Earnings

--Using your tractor and equipment to plow and/or work gardens for others for pay
--Working at a landscape center
--Working at a livestock auction
--Working at a machinery dealer's
--Working at a greenhouse
--Pruning trees and shrubs for pay

Examples of Off-Farm Non-Agricultural Earnings

--Working at a junk yard
--Cleaning a church
--Working at a gas station
--Babysitting
--Working at a restaurant

Most off-farm jobs involve some expenses. Some employers may furnish or reimburse you for some of these expenses, but others you will have to furnish.

Examples of Expenses

--Cost of getting to and from work
--Charge for machinery being used and cost of operating
--Taxes and social security which may be deducted from your pay
--Special clothing or safety equipment you must purchase

Good records on off-farm SOEPs can help you prepare your taxes, get a job, get accepted for college, or earn awards such as agribusiness awards in the FFA.

Student Self-Check I

KEEPING RECORDS ON OFF-FARM SOEPs

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Students who have only off-farm income do not need to keep records.
2. (True or False) In keeping off-farm SOEP records you should record the job, the hours spent, and wages earned.
3. (True or False) Wages must be earned in order for a job to be listed in your records.
4. (True or False) In selecting a record book you should seek the advice of your instructor.
5. List five uses of off-farm experience program records.
6. List three examples of off-farm agricultural earnings.
7. List three examples of off-farm non-agricultural earnings.
8. List two expenses that you may have to furnish as part of your employment in an off-farm SOEP.

Instructor's Final Checklist

KEEPING RECORDS ON OFF-FARM SOEPs

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In completing the sample record sheet for recording off-farm earnings, expenses, and experiences, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Properly recorded all income	☐	☐	☐
2. Properly recorded all expenses	☐	☐	☐
3. Properly recorded all experiences	☐	☐	☐
4. Properly calculated net income from off-farm experiences	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, KEEPING RECORDS ON OFF-FARM SOEPs.

Your instructor will provide a sample record sheet and a list of off-farm income, expenses, and experiences. Complete the sample record sheet, including figuring net income, and return it to your instructor.

Agribusiness Supplies and Services

PREPARE LETTERS TO CUSTOMERS

INTRODUCTION

The task of preparing letters to your customers is one in which you should be certain that you are correct. Any time a letter is sent from your home or office, it is a representative of you. Not only will the content be read but the correctness of your letter will be examined as well. You should always strive to show your best when dealing with customers. In this module you will learn how to prepare letters to your customers.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given two case situations, choose one and prepare a letter to a customer. You will be rated by the Instructor's Final Checklist. All items on the Checklist should receive a fully accomplished rating.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, PREPARE LETTERS TO CUSTOMERS,

   (and/or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PREPARE LETTERS TO CUSTOMERS.

3. PARTICIPATE in a class discussion led by your instructor on preparing letters to customers,

   (and/or)____

4. PRACTICE writing a letter to a customer. Your instructor will provide a case situation. FOLLOW the guidelines covered in Instruction Sheet I and the class discussion.

5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the back cover.

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Instruction Sheet I

PREPARE LETTERS TO CUSTOMERS

Writing letters is an important aspect of any business because many times letters take the place of personal contracts. You should always remember that your letter is your company representative and the way that it is received will influence how your company is received by its customers and business associates. The following is a list of the major uses of letters and a brief explanation of each.

1. To handle routine matters. Letters of this type are usually short and to the point and are generally not meant to be persuasive. These letters handle the daily routine matters of running a business. These letters do not try to influence people as a sales letter or a collection letter would. One thing that is important to remember is not to let these letters become too short and dry. These letters represent you just as any other type of letter would. These letters can be a positive reflection of your business.

2. To sell products and services. If any type of letter were considered to be most important to a business, it would most likely be the sales letter. It might also be selected as the most difficult to write. A successful sales letter does not just "happen". Good sales letters are the result of careful consideration of four key points that you should always follow when writing sales letters. These four points are:

   a. Create Attention--the reader must be willing to read your letter before you can make the sale.

   b. Arouse Interest--your letter should be trying to build a need for your product or service.

   c. Build Need--need comes as a result of increased interest.

   d. Create Action--ask for the sale.

3. To establish credit and collect money. Very few companies keep collectors in the field, therefore the normal method of collection in most companies is by the use of letters. This obviously makes this an important aspect of a successful business. Your letters to collect money should be firm and direct but should not be threatening or unduely harsh. Many times a casual reminder is all that is necessary. Letters to establish credit should also be sincere and to the point. Many times, unless there is a large sum of money involved, a well prepared letter with pertinent facts and information is the sole basis for the establishment of credit.

4. To adjust complaints and misunderstandings. Even in the best managed business there will be occasional problems with dissatisfied customers. The business that wants to stay in business will make every effort to satisfy these customers. Even when it is impossible to meet the demands of the customer, a successful company will make saying "no" as painless as possible. Following are some points to remember when writing this type of letter:

a. Say something to let the customer know they are appreciated.

b. Tell the customer in a friendly way what you can or cannot do.

c. Justify the decision. Don't argue, just lay the facts on the table so the customer knows where you stand and why.

d. Try to regain the goodwill of the customer.

e. Assure the customer that he/she is appreciated as a customer-imply that he/she is still a buyer.

5. To win and hold goodwill. All letters written should try to include this point. As has been stated before, each letter is a representative of your business and therefore, should always strive to maintain goodwill. However, some letters are written for no other reason than to win and hold goodwill. These letters should not be thought of as unnecessary letters but rather, an opportunity to expand your business.

Basic Guidelines for Preparing Letters to Customers

Follow these basic rules when preparing letters to customers:

1. Plan your letter, including knowing your purpose, get all of the facts and visualize your customer.

2. Decide what to say.

3. Put your thoughts in logical order. Each sentence to lead to the next sentence and each paragraph to the next paragraph.

4. Allow a paragraph for each step.

5. Indicate what the letter is about in the first paragraph.

6. When you have finished, stop.

7. Keep it simple; use simple words and reasonably short sentences.

8. Spell words correctly, punctuate correctly and use proper grammar.

9. Use an acceptable format.

10. Prepare the letter properly. Letters to customers should be typed, proofread, and corrected before mailing.

Instruction Sheet I, (page 3)

An outline of a letter follows with the parts of the letter identified.

Your Street Address
(Return Address) City, State, Zip Code
(Date) June 30, 1986

Mr. John Doe
Street Address (Inside Address)
City, State, Zip Code

Dear Mr. Doe: (Salutation)

(Body of Letter)

Sincerely, (Closing)

(Signature)

Your Name (if typed)

Examples of Letters to Customers

Two examples of well written letters to customers follows. Study each of these letters carefully.

Zippo Motor Car Division
Office of the General Sales Manager
Detroit, Michigan
October 17, 1986

Mr. & Mrs. John Doe:

It is a pleasure to extend to you a personal welcome as the owner of a 1987 Zippo, to wish you many miles of pleasant motoring, and to have this occasion to thank you for giving us the opportunity to serve you.

The 1987 Zippo, the product of our Seventieth Year of quality automobile manufacturing, has been designed, engineered and produced to only one standard - "Craftsmanship a Creed, Accuracy a Law." Never has this been more true than in the fine motor car you have recently purchased and, as our business continues to be solely that of creating fine cars, we take the utmost pride in your selection and ownership of this new model.

Authorized Zippo dealers throughout the country will be happy to serve you and in every manner possible add to your enjoyment of your new car. Their personnel have been trained in the Zippo tradition of craftsmanship . . . with the sole purpose of keeping your Zippo one of your most enjoyable possessions.

May I extend our most sincere appreciation for your patronage.

Yours very truly,

General Sales Manager

Byers Battery and Spark Plug Co.
A Division of GENERAL BATTERY
Lexington, KY 40506
October 9, 1986

Thank you for your initial order.

We appreciate this opportunity you have given us to serve you.

You will find, as hundreds of other satisfied dealers have found, that Byers products will "click" with your customers and the Byers setup will "click" with you.

Your customers will like the dependable quality built into every Byers product.

You will like our prompt, personal, factory-to-dealer service -- our friendly cooperation -- and, best of all, you'll like the customers you will win and hold as a result of selling them good quality, dependable products.

Again I thank you for your initial order and hope that this is the beginning of a long and pleasant association. Let me know if there is anything further I can do to make your battery or spark plug business more profitable, enjoyable and successful as time goes on!

Very truly yours,

BYERS BATTERY & SPARK PLUG CO.

Rod Tulloch
Sales Manager

Student Self-Check I

PREPARE LETTERS TO CUSTOMERS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. What are the five major uses of letters?

2. List seven of the basic rules to follow when preparing letters to customers.

Instructor's Final Checklist

PREPARE LETTERS TO CUSTOMERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing letters to customers, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Used clear, simple words	☐	☐	☐
2. Punctuated correctly	☐	☐	☐
3. Spelled correctly	☐	☐	☐
4. Organized the content in a logical sequence	☐	☐	☐
5. Conveyed the desired message	☐	☐	☐
6. Used an acceptable format	☐	☐	☐
7. Prepared the letter properly including proofreading .	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARE LETTERS TO CUSTOMERS.

Your instructor will provide two case situations requiring a letter to a customer. Choose one situation and prepare a letter according to the instructions given by your instructor.

Agribusiness Supplies and Services

PREPARE WAREHOUSE RECEIPTS

INTRODUCTION

The warehouse receipt is a formal contract between a depositor and a warehouseman to store commodities. The storage of agricultural commodities is a vital part of the total agricultural marketing system at the local, national, and international level. The warehousing of agricultural commodities may be required at the point of production, the farm or manufacturing plant; a local grain elevator; or within a final market area. Warehousing may be required of agricultural crops, such as wheat, soybeans, corn, raw peanuts, etc.; agricultural supplies, such as bulk fertilizers and chemicals; and manufactured commodities, such as agricultural equipment. In this module, you will learn how to prepare a warehouse receipt.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided a blank warehouse receipt and information necessary to complete a warehouse receipt, prepare and write a warehouse receipt. The warehouse receipt should be neat, easy to read, and with no errors in mathematical computations.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, WAREHOUSE RECEIPTS,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, WAREHOUSE RECEIPTS.

3. READ Instruction Sheet II, READING A WAREHOUSE RECEIPT,

   (or)____

4. LISTEN and OBSERVE your instructor discuss and demonstrate how to prepare a warehouse receipt.

5. PRACTICE preparing a warehouse receipt. Your instructor will provide warehouse receipts and necessary information to prepare a warehouse receipt.

6. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, PREPARING A WAREHOUSE RECEIPT.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

WAREHOUSE RECEIPTS

A warehouse receipt would be used in the following types of public warehouses:

(1) Bulk warehouses provide tank storage of liquids and open or sheltered storage of dry products, such as coal, sand, salt, stone, and chemicals;
(2) Commodity warehouses provide storage for cotton, wool, tobacco, and other agricultural product facilities and grain elevators;
(3) Household goods warehouse provides storage of household effects and other personal possessions (moving and storage companies);
(4) Field warehouse is a warehouse established on the premises of a business to effectuate the acquiring custodianship of commodities by the warehouseman. The primary purpose is to enable the warehouseman to issue warehouse receipts to be used as collateral security by the depositor;
(5) Refrigerated warehouses provide storage, freezing, distribution and related services for perishable foods and certain other products requiring refrigerated protection; and
(6) Merchandise warehouses are warehouses for the storage and distribution of products that do not require refrigeration.

A warehouse receipt is a contract between the depositor/customer and a warehouseman for space and/or services for a specific period of time. There is no standard warehouse receipt, therefore, warehouse receipts may vary in size and contents. There are two main categories of warehouse receipts, negotiable and non-negotiable.

Negotiable warehouse receipts are documents that are transferable from one person to another in return for equivalent value by being delivered so that the title passes to the other person. A negotiable warehouse receipt is primarily used for commodities which are traded in commodity markets where it is desirable to have the title transferred either by endorsement or by the handing of the warehouse receipt to another person. Negotiable warehouse receipts must be surrendered for cancellation or notation of partial deliveries, and the warehouseman must cancel the document or conspicuously note any partial delivery on the document. A non-negotiable warehouse receipt is not negotiable or transferable to another person.

In agricultural commodities such as grain, warehouse receipts are typically used several ways by the producer of small grains. Two important uses of a warehouse receipt are "warehouse stored loans" and "farm stored loans." Warehouse stored loans permit the producer, in this case a farmer, to deliver the grain to a grain elevator and receive a warehouse receipt for that grain. The producer would then take the warehouse receipt to a lending institution, and surrender the warehouse receipt to the lending institution to be used as collateral for a loan.

The farm stored loans, however, are currently the more common type of transaction using a warehouse receipt. The producer enters a seed grain program with the federal government and is given credit for the grain which is stored on the farm in an approved facility by the Agricultural Stabilization and Conservation Service (ASCS). The loan is usually for a period of nine months. When the loan is due, the producer may sell the corn at market value and pay off the loan or forfeit the grain by delivering the grain to a USDA warehouse, usually a local grain elevator, and receiving a warehouse receipt for the delivered grain. The grain elevator acts as an agent for the U.S. Government in receiving the forfeited grain. The producer takes the warehouse receipt to the local ASCS office and endorses the warehouse receipt over to the U.S. Government. The ASCS office then cancels the producer's loan.

Definitions/Terms

Warehouseman is a person engaged in the business of storing commodities for hire.

Negotiable warehouse receipt is negotiable by virtue of its wording as to whom delivery will be made.

ASCS - Agricultural Stabilization and Conservation Service.

Warehouse receipt - A contract between a depositor and a warehouseman for space and/or services for a specific period of time.

Warehouse stored loans - The grain which is used as collateral for a loan is stored in a grain elevator.

Farm stored loan - The grain is stored on the farm in approved facilities by the local ASCS office.

Student Self-Check I

WAREHOUSE RECEIPTS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedures established by your instructor.

1. List four types of public warehouses and name several commodities which would be stored in each type of warehouse or name the function of the warehouse.
2. A warehouse receipt between the depositor and a warehouseman for space and or services is a ______________.
3. List and define the two types of warehouse receipts.
4. List the two ways that a producer of small grain may use warehouse receipts.
5. If the producer of small grain enters into a grain program and at the end of the program, the producer may sell the grain at market value or ______________ the grain to the U.S. Government.

Instruction Sheet II

READING A WAREHOUSE RECEIPT

A warehouse receipt is a contract between a depositor/customer and a warehouseman for space and/or services for a specific period of time. Each type of agribusiness which uses a warehouse receipt will have their own warehouse receipt from which is designed for the business's specific needs. Although the design of the warehouse receipt is different from business to business, the required information is generally the same. The warehouse receipts usd by grain elevators usually require more specific information than do other types of warehouses. (See illustrations A and B). Illustration A is an example of a warehouse receipt which could be used by any agribusiness and Illustration B is an example of a warehouse receipt used by a grain elevator.

Warehouse receipts, regardless of the design, must be complete, neat, and without error. A warehouse receipt contains the following information:

1. location of the warehouse where the commodities are stored;
2. the date of issue of the receipt;
3. the consecutive number of the receipt;
4. a statement whether the goods received will be delivered to the bearer, to a specified person, or to a specified person or his order;
5. the rate of storage and handling charges;
6. a description of the goods;
7. the signature of the warehouseman, which may be made by his authorized agent; and
8. the name and address of the depositor.

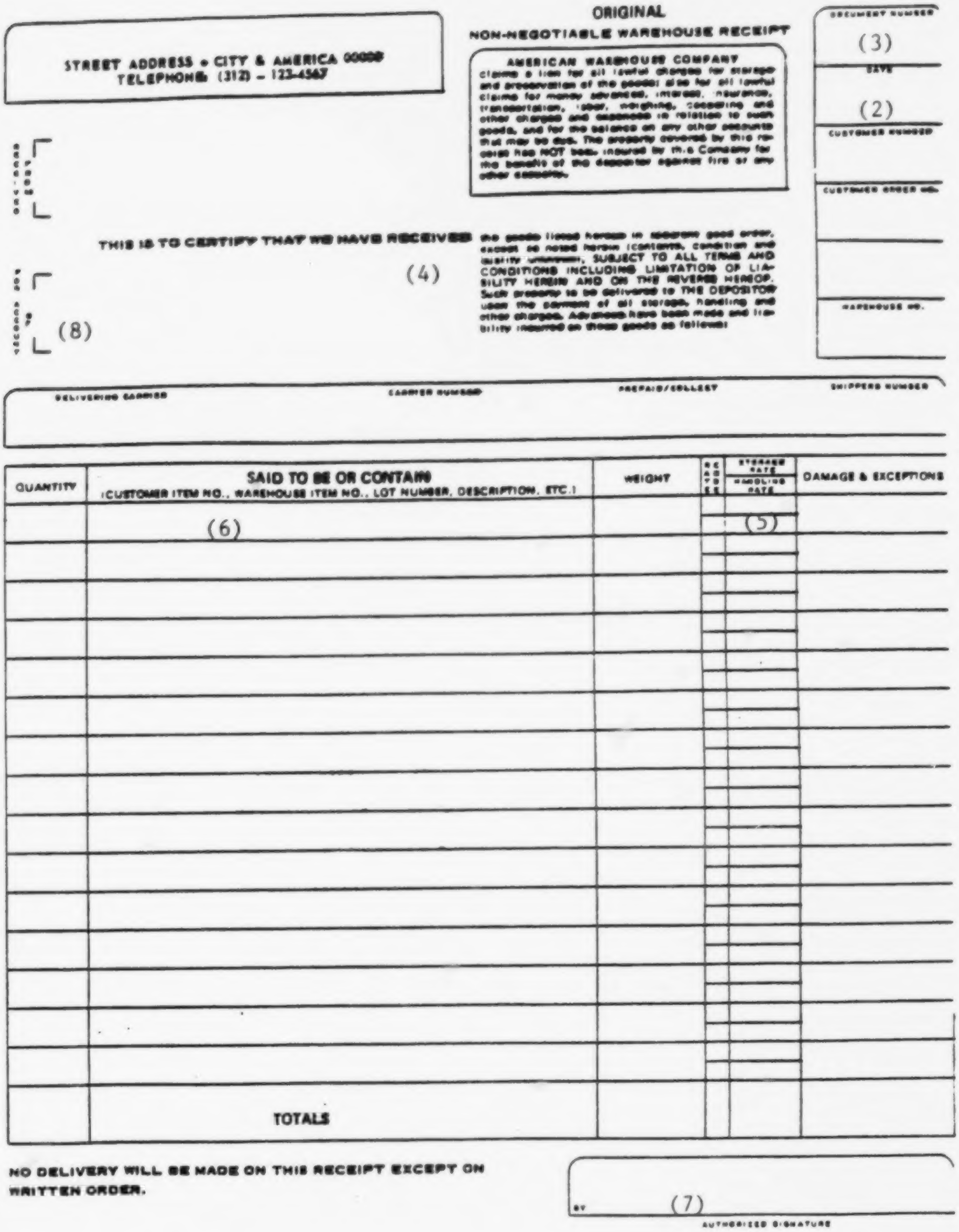
Additional information on a warehouse receipt for a grain elevator could include the test weight, moisture content, percent protein/splits or rounds, total damage (TD%), heat damage (HD%), foreign matter (FM%), percent shrunken and broken (Shr./Brok.%), total defects (Tot. Def.%), and other quality factors.

When preparing a warehouse receipt remember to:

--Read the form carefully and try to understand what would happen to you if something went wrong.
--Write neatly so that the depositor and others can read it.
--Spell all words correctly especially the name and address of the depositor.
--Write all information accurately.
--Include all information which is required by your business.
--Avoid mathematical errors when calculating quantities, rates, etc.
--Ask the depositor how to spell names and addresses that you cannot spell. Avoid guessing.

Instruction Sheet II, (page 2)

Illustration A



STREET ADDRESS • CITY & AMERICA 00000
TELEPHONE: (312) - 123-4567

ORIGINAL
NON-NEGOTIABLE WAREHOUSE RECEIPT

AMERICAN WAREHOUSE COMPANY claims a lien for all lawful charges for storage and preservation of the goods; also for all lawful claims for money advanced, interest, insurance, transportation, labor, weighing, coopering and other charges and expenses in relation to such goods, and for the balance on any other accounts that may be due. The property covered by this receipt has NOT been insured by this Company for the benefit of the depositor against fire or any other casualty.

DOCUMENT NUMBER (3)
DATE (2)
CUSTOMER NUMBER
CUSTOMER ORDER NO.
WAREHOUSE NO.

(8)

THIS IS TO CERTIFY THAT WE HAVE RECEIVED the goods listed hereon in apparent good order, except as noted herein (contents, condition and quality unknown), SUBJECT TO ALL TERMS AND CONDITIONS INCLUDING LIMITATION OF LIABILITY HEREIN AND ON THE REVERSE HEREOF. Such property to be delivered to THE DEPOSITOR upon the payment of all storage, handling and other charges. Advances have been made and liability incurred on these goods as follows:

(4)

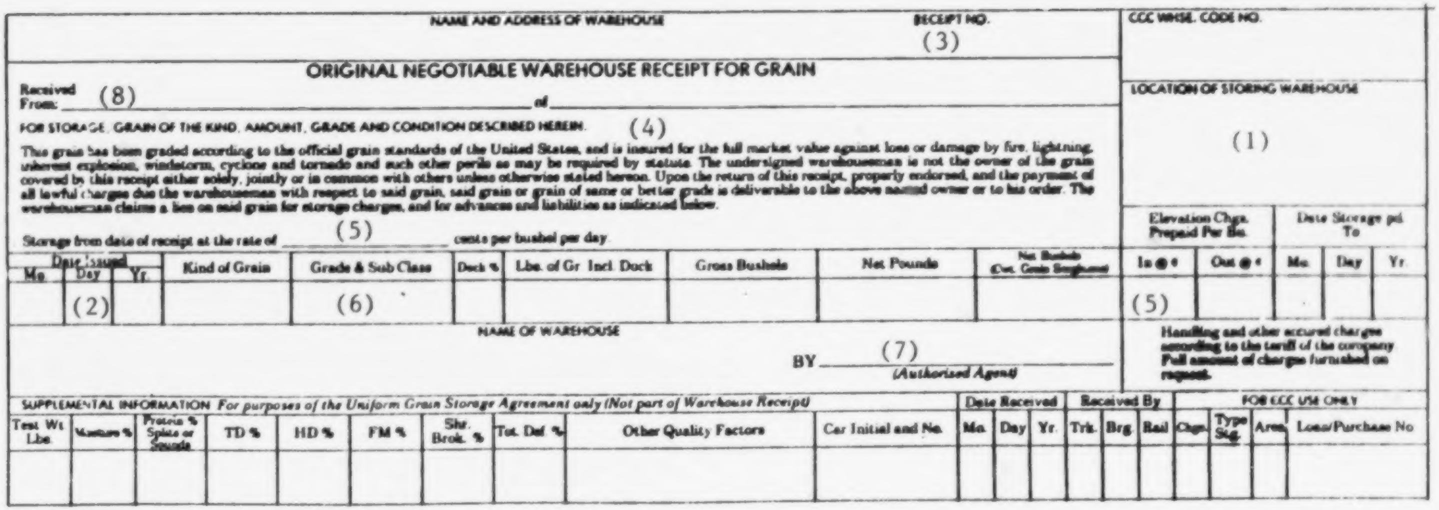
DELIVERING CARRIER
CARRIER NUMBER
PREPAID/COLLECT
SHIPPERS NUMBER

QUANTITY	SAID TO BE OR CONTAIN (CUSTOMER ITEM NO., WAREHOUSE ITEM NO., LOT NUMBER, DESCRIPTION, ETC.)	WEIGHT	RATES	STORAGE RATE / HANDLING RATE	DAMAGE & EXCEPTIONS
	(6)			(5)	
	TOTALS				

NO DELIVERY WILL BE MADE ON THIS RECEIPT EXCEPT ON WRITTEN ORDER.

BY (7)
AUTHORIZED SIGNATURE

Illustration B



NAME AND ADDRESS OF WAREHOUSE

RECEIPT NO. (3)

CCC WHSE. CODE NO.

ORIGINAL NEGOTIABLE WAREHOUSE RECEIPT FOR GRAIN

Received From: (8) of

LOCATION OF STORING WAREHOUSE (1)

FOR STORAGE, GRAIN OF THE KIND, AMOUNT, GRADE AND CONDITION DESCRIBED HEREIN. (4)

This grain has been graded according to the official grain standards of the United States, and is insured for the full market value against loss or damage by fire, lightning, inherent explosion, windstorm, cyclone and tornado and such other perils as may be required by statute. The undersigned warehouseman is not the owner of the grain covered by this receipt either solely, jointly or in common with others unless otherwise stated hereon. Upon the return of this receipt, properly endorsed, and the payment of all lawful charges due the warehouseman with respect to said grain, said grain or grain of same or better grade is deliverable to the above named owner or to his order. The warehouseman claims a lien on said grain for storage charges, and for advances and liabilities as indicated below.

Storage from date of receipt at the rate of (5) cents per bushel per day.

Date Issued			Kind of Grain	Grade & Sub Class	Dock %	Lbs. of Gr. Incl. Dock	Gross Bushels	Net Pounds	Net Bushels (Cwt. Grain Sorghum)	Elevation Chgs. Prepaid Per Bu.		Date Storage pd To		
Mo.	Day	Yr.								In @ ¢	Out @ ¢	Mo.	Day	Yr.
	(2)			(6)						(5)				

NAME OF WAREHOUSE

BY (7)
(Authorized Agent)

Handling and other accured charges according to the tariff of the company. Full amount of charges furnished on request.

SUPPLEMENTAL INFORMATION *For purposes of the Uniform Grain Storage Agreement only (Not part of Warehouse Receipt)*

Test Wt. Lbs.	Moisture %	Protein % Splits or Sounds	TD %	HD %	FM %	Shr. Brok. %	Tot. Def. %	Other Quality Factors	Car Initial and No.	Date Received			Received By			FOR CCC USE ONLY			
										Mo.	Day	Yr.	Trk.	Brg.	Rail	Chgs.	Type Stg.	Area	Loan/Purchase No.

Student Self-Check II

PREPARING A WAREHOUSE RECEIPT

Directions: Now that you have read Instruction Sheet II concerning how to read a warehouse receipt and have seen examples, you should be ready to practice preparing them.

Ask your instructor for two blank warehouse receipts. Read the two descriptions on this page. Prepare and write a warehouse receipt for each one. When you have finished preparing and writing the warehouse receipts, check to see if your answers are correct according to the procedure established by your instructor.

#1 Mr. B. Farmer, Anytown, Kentucky, trucked 48,000 pounds of #2 yellow corn to World Wide Grain Co-operative, Bigtown, Kentucky on October 15. The authorized agent for World Wide Grain was Mr. B. F. Jones at 1 Main Street. Additional information included: (1) unloading at .07 cents and loading at .08 cents, (2) test weight of 54 pounds, (3) 15.0 percent moisture, (4) total damage of 5 percent, (5) no heat damage, (6) 3 percent foreign matter, (7) the storage was paid to 31 July, (8) the consecutive receipt number was Z-0018, and (9) storage rate of .0015¢/bushel/day.

#2 South Eastern Grain Elevator, 10 E. State Street, Somewhere, Kentucky, received by truck 35,000 pounds of #2 yellow corn from Mr. E. Green, Smalltown, Kentucky, on December 15. Additional information included: (1) test weight of 56 pounds, (2) 9.5 percent moisture, (3) 4 percent total damage, (4) 2 percent foreign matter, (5) receipt number E-5678, (6) cost of unloading and loading was .07 and .08 cents respectively, (6) storage paid through September 30, and (7) storage rate of .0015¢/bushel/day. The authorizing agent was Mr. M. R. Warehouse.

Instructor's Final Checklist

PREPARING A WAREHOUSE RECEIPT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When preparing a warehouse receipt, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
--Included all required data	☐	☐	☐
--Accurately performed each mathematical calculation . . .	☐	☐	☐
--Wrote each entry neatly and accurately	☐	☐	☐
--Spelled each entry correctly	☐	☐	☐
--Dated the warehouse receipt	☐	☐	☐
--Correctly listed the warehouse's and depositor's name and address	☐	☐	☐
--Correctly listed the receipt number	☐	☐	☐
--Signed and/or initialed as required	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING A WAREHOUSE RECEIPT.

Your instructor will provide warehouse receipts and information necessary to prepare and write a warehouse receipt. Prepare and write a warehouse receipt.

Module ABSS-4.07

Agribusiness Supplies and Services

PREPARING AND WRITING SALES TICKETS

INTRODUCTION

Employees of agribusiness sales and service stores will often be required to prepare and write sales transactions. Sales transactions may include a cash purchase, a charge purchase, a lay-away purchase, and a payment-on-account transaction. The sales transactions must be written if records of them are to be retained by the agribusiness and the customer. In this module, you will learn how to prepare and write a sales ticket for the various types of sales transactions.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided customers and sales tickets, write sales transactions for a cash purchase, a charge purchase, a lay-away purchase, and a payment-on-account transaction. The sales tickets should be neat, easy to read, and with no errors in mathematical computations.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. COMPARE different kinds of sales tickets. (Your instructor will provide further instructions for this activity).
2. READ Instruction Sheet I, THE SALES TICKET.
3. LISTEN and OBSERVE your instructor discuss and demonstrate the use of a sales ticket.
4. CHECK YOUR KNOWLEDGE by taking Student Self-Check I, THE SALES TICKET.
5. READ Instruction Sheet II, USING A SALES TICKET FOR CASH SALES.
6. LISTEN and OBSERVE your instructor discuss and demonstrate the use of a sales ticket for cash sales.
7. CHECK YOUR KNOWLEDGE by taking Student Self-Check II, WRITING CASH SALES TICKETS.
8. READ Instruction Sheet III, USING A SALES TICKET TO RECORD CHARGE SALES TRANSACTIONS.
9. LISTEN and OBSERVE your instructor discuss and demonstrate how to record charge sales transactions on the sales ticket.
10. CHECK YOUR KNOWLEDGE by taking Student Self-Check III, USING A SALES TICKET TO RECORD CHARGE SALES TRANSACTIONS.
11. READ Instruction Sheet IV, WRITING A CHARGE PLATE SALES TICKET.
12. LISTEN and OBSERVE your instructor discuss and demonstrate how to write charge plate sales transactions.
13. CHECK YOUR KNOWLEDGE by completing Student Self-Check IV, WRITING A CHARGE PLATE SALES TICKET.
14. READ Instruction Sheet V, RECORDING LAY-AWAY SALES ON SALES TICKETS.
15. LISTEN and OBSERVE as your instructor discusses and demonstrates how to record lay-away sales transactions.
16. CHECK YOUR KNOWLEDGE by taking Student Self-Check V, PROCESSING LAY-AWAY SALES.
17. READ Instruction Sheet VI, USING A SALES TICKET TO RECORD CUSTOMER'S PAYMENTS-ON-ACCOUNT.

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LEARNING ACTIVITIES

18. LISTEN and OBSERVE as your instructor discusses and demonstrates how to use the sales ticket to record payments-on-account.

19. CHECK YOUR KNOWLEDGE by taking Student Self-Check VI, USING A SALES TICKET TO RECORD PAYMENTS-ON-ACCOUNT.

20. PRACTICE writing cash sales tickets, charge sales transactions, lay-away sales, and payments-on-account sales tickets. Your instructor will provide sales tickets and case problems.

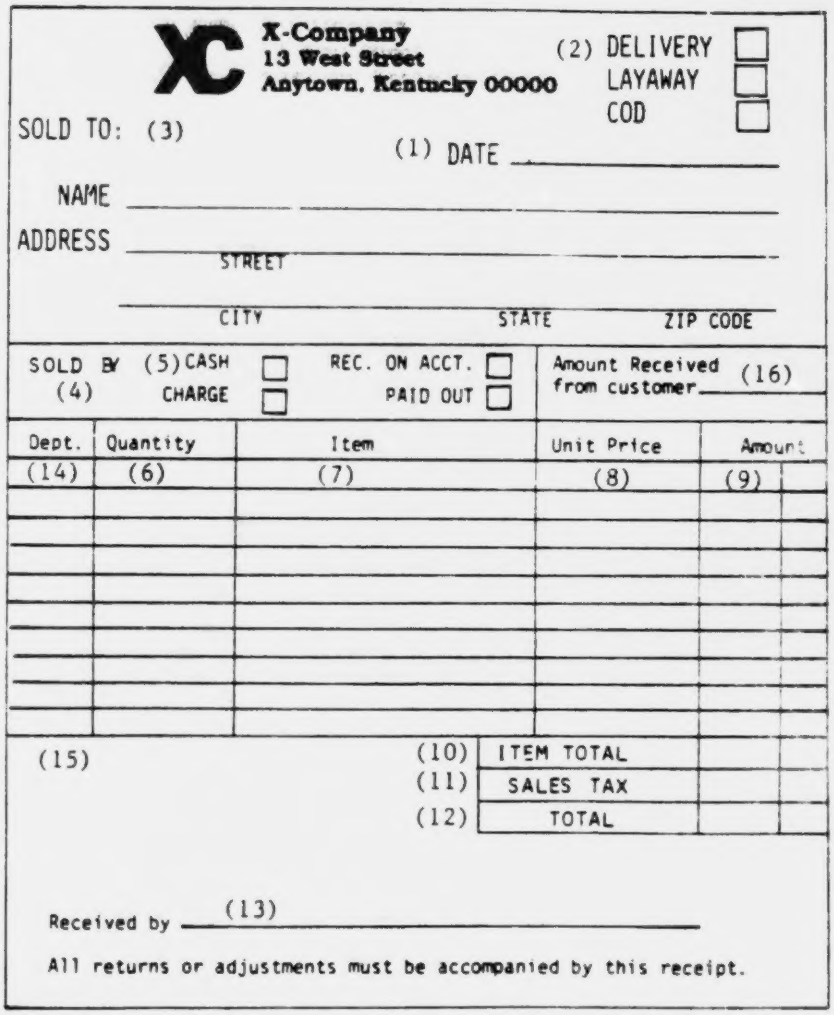
21. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

INSTRUCTION SHEET I

THE SALES TICKET

One of the most important forms that an agribusiness employee has to prepare and write is a sales ticket. A sales ticket is used to record many different business transactions.

- --Cash sales.
- --Charge sales.
- --Lay-away sales.
- --Customers' payments-on-account.
- --Delivery instructions.



X-Company
13 West Street
Anytown, Kentucky 00000

(2) DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO: (3)

(1) DATE ____________________

NAME ______________________________

ADDRESS ______________________________
STREET

____
CITY STATE ZIP CODE

SOLD BY (4)
(5) CASH ☐
CHARGE ☐
REC. ON ACCT. ☐
PAID OUT ☐
Amount Received from customer ______ (16)

Dept.	Quantity	Item	Unit Price	Amount
(14)	(6)	(7)	(8)	(9)

(15)

(10)	ITEM TOTAL	
(11)	SALES TAX	
(12)	TOTAL	

Received by (13) ______________________________

All returns or adjustments must be accompanied by this receipt.

A sales ticket, when completed, serves as a proof of purchase for both the store and the customer and it also serves as a receipt when used to document customer's payments-on-account.

Many stores have sales tickets that are designed in three parts. When the sales person records on the top sheet, there are two additional carbon copies used for delivery and store records.

When you are writing a sales ticket for documenting any business transaction, you will want to:

1. Write each entry clearly and neatly.
2. Spell each entry correctly.
3. Perform each mathematical computation accurately.
4. Complete each sales ticket according to your store's policy.

The sales ticket, however it is used, is a document for communicating to many people that a business transaction has occurred. To maintain clear lines of communication these forms must be complete, neat, and without error.

Each agribusiness establishment will have their own sales ticket form that is designed for the establishment's specific needs. Although the design of the form is different from store to store, the information recorded is generally the same. (See illustration.) The sales ticket has space to write the following information:

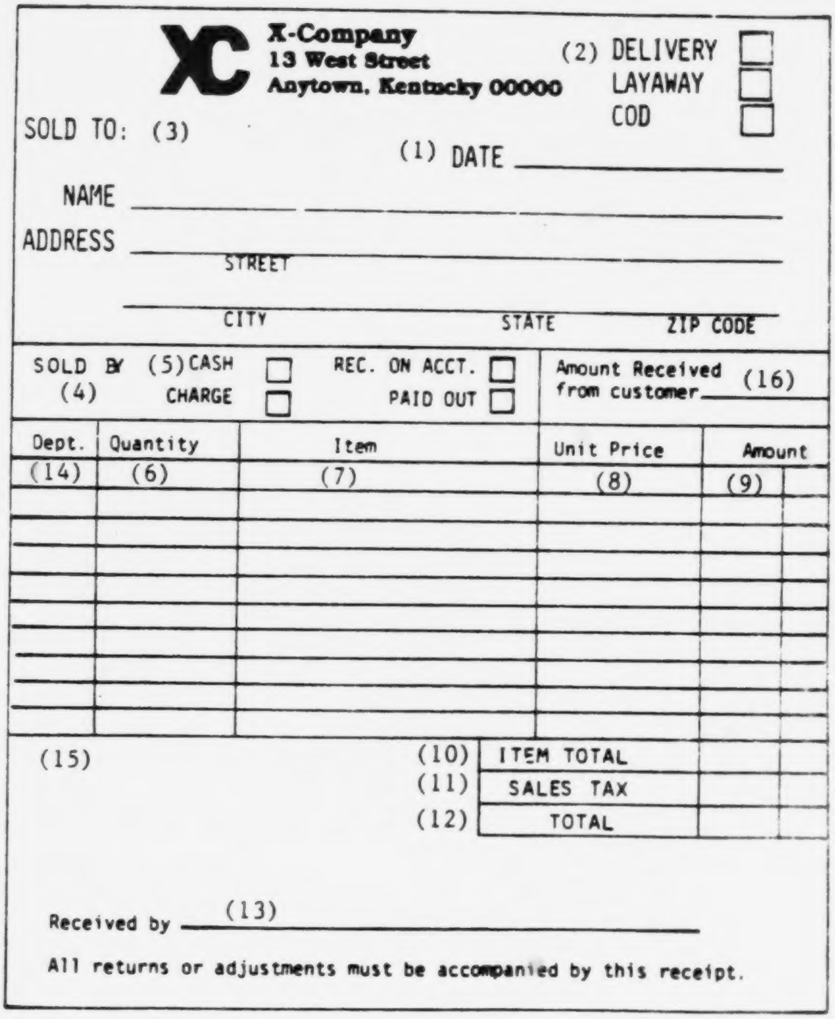
(1) The date the customer purchased the merchandise.
(2) Whether the order is to be picked up or delivered.
(3) The name and address of the person who paid for the order.
(4) A space for the salesperson's initials or your sales number.
(5) A space for checking if the order is to be cash payment.
(6) Number of each item purchased.
(7) Description of each item purchased.
(8) Cost of each item.
(9) Extend the cost of each item (multiply unit cost times quantity purchased).
(10) Subtotal cost of all items.
(11) Sales tax.
(12) A space for calculating the total cost of the order (sum of subtotal and sales tax).
(13) Customer's signature for charge sales purchase.
(14) Department identification.
(15) Space for instructions.
(16) Space for payments-on-account transactions and lay-away purchases.

*Adapted from the following publications: Retailing; "Writing Sales Transactions," Module R-33 and Practical Arts and Distribution Occupations "Filling Out A Sales Ticket," Task Assignment Sheet PA-MD-30. The Bureau of Vocational Education and the Office of Research & Planning, Kentucky Department of Education, Frankfort, Kentucky.

Student Self-Check I

THE SALES TICKET

Directions: Look at the sales ticket below and on a separate sheet of paper check (√) the lines that you will be primarily concerned with when preparing and writing a sales ticket. Check to see if your answers are correct according to the procedure established by your instructor.



X-Company
13 West Street
Anytown, Kentucky 00000

(2) DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO: (3)

(1) DATE __________

NAME __________

ADDRESS __________
STREET

____
CITY STATE ZIP CODE

SOLD BY (4)
(5) CASH ☐
CHARGE ☐
REC. ON ACCT. ☐
PAID OUT ☐
Amount Received from customer (16)

Dept.	Quantity	Item	Unit Price	Amount
(14)	(6)	(7)	(8)	(9)

(15)

(10) ITEM TOTAL
(11) SALES TAX
(12) TOTAL

Received by (13) __________

All returns or adjustments must be accompanied by this receipt.

Instruction Sheet II

USING A SALES TICKET FOR RECORDING CASH SALES

One of the most important forms that agribusiness employees must be able to complete is a sales ticket. This is a record of the sale. A sales ticket also serves to give other store employees information concerning the sale.

A sales ticket must be written legibly and without mathematical errors. Mistakes can cause customers to go to other stores and thus result in monetary loss for the agribusiness.

To emphasize the importance of this form, let us take a look at the people who will need to rely on its accuracy:

--The delivery person may have to read the sales ticket to obtain information concerning where to take merchandise.

--The manager or owner will have to read the sales ticket to obtain information concerning the overall operation of the business.

Thus, a sales ticket is an important link in the communication network of the agribusiness.

When writing a sales ticket remember to:

--Write neatly so that other store employees and customers can read it.

--Spell all words correctly, particularly names of customers and recipients of the orders.

--Write accurate information.

--Include all information that is required according to store policy.

--Avoid mathematical errors when calculating the cost of the order.

--Ask the customers how to spell any names that you cannot spell. Avoid guessing.

Student Self-Check II

WRITING CASH SALES TICKETS

Directions: Now that you have read Instruction Sheet II concerning how to write a cash sales ticket and have seen examples, you should be ready to practice writing them.

Ask your instructor for three blank sales tickets. Read the three orders on this page and write a sales ticket for each of them. When you have finished writing the three tickets, check to see if your answers are correct according to the procedure established by your instructor.

Customer #1

Mrs. John Smith, 624 Lyman Avenue, Anytown, Kentucky 00000, wants to purchase the following items at your store: 3 claw hammers at $5.25 each; 4 sets of wood chisels at $10.00 each; 5 standard screwdriver sets at $3.25 each. Mrs. Smith wishes to pay cash for the merchandise. Write a cash sales ticket for these items. Remember Kentucky has a 5% sales tax. Your department number is 28.

Customer #2

Mr. John Ritter of 419 Ruter Lane, Goldenrod, Kentucky 00000, wants to purchase the following items at your store and he wishes to pay cash. Write a cash sales ticket for these items: 1 tractor tire at $45.00; 1 10 pound box of nails at $30.00; 10 4x7/8" bolts and nuts at $2.50 each; and 3 sheets of plywood at $5.00 each. Mr. Ritter wants these items delivered to his residence which will be an additional cost of $2.50.

Customer #3

Bobby Thompson is your customer. He lives at 1113 Forest Avenue, Anytown, Kentucky 00000. Bobby wants to cash purchase the following items: 3 pairs of gloves at $1.25 a pair; 2 hammers at $7.50 each; 3 sets of drill bits at $15.00 each; and a portable air compressor at $125.00. Write Bobby's cash purchases on a sales ticket. Your department number is 18.

Student Self-Check III

USING A SALES TICKET TO RECORD CHARGE SALES TRANSACTIONS

Directions: Using the following information, write a charge sales ticket for the transaction. On January 25, 1983, Larry Smith of 108 Lime Avenue, Anytown, Kentucky 40523, purchased the following merchandise and requested that the items be charged to his account: 1 brass lock at $12.00; 1 winch at $75.00; 50' of 5/8 inch nylon rope at $30.00; and 15' of chain at $36.00. Sales tax is 5 percent. Your department number is 54. Ask your instructor for a charge sales ticket. Check to see if your answers are correct according to the procedure established by your instructor.

WRITING A CHARGE PLATE SALES TICKET

Many agribusinesses offer their customers a charge plate sales service. The charge plate, (see illustration on the following page), is given to the customer after his/her request for credit has been approved by the credit department. This plastic credit card serves to identify the individual as an approved credit customer. However, there are procedures that you as a salesperson must follow before writing a charge plate sales transaction:

1. Agribusinesses periodically issue a list of lost credit cards to departments. You should check this list to determine that the card presented by the customer is not included on it.
2. When customers are given credit approval, they are usually given a limit on the amount that they can charge to their credit account. You must check for purchase authorization with the credit department prior to writing a charge sales ticket.
3. After you have received authorization to charge the amount of the purchase to the customer's account, write the charge plate sales ticket.

NOTE: The design of charge plate sales tickets will be different from agribusiness to agribusiness; however, they usually request the same information which is to be filled in by the salesperson and customer. (See illustration.)

(1) Date of the purchase

(2) Salesperson's identification
  a. Initials
  b. Store assigned identification number

(3) Authorization code number

(4) Department identification

(5) Written itemized description of the merchandise or service

(6) Number of items purchased by the customer

(7) Unit price of each item

(8) Extended price of each item (the number purchased times the unit cost)

(9) Subtotal of the sale

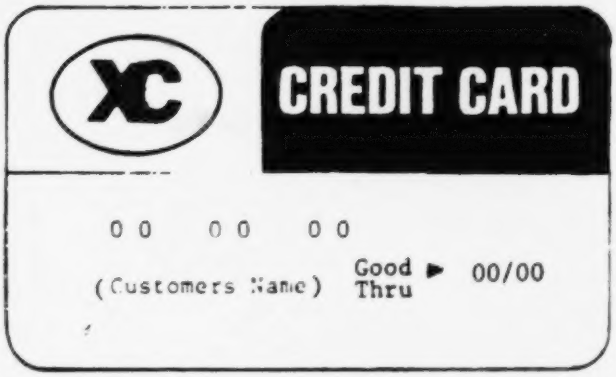
(10) Tax, if applicable

(11) Total cost of the sale (subtotal plus tax)

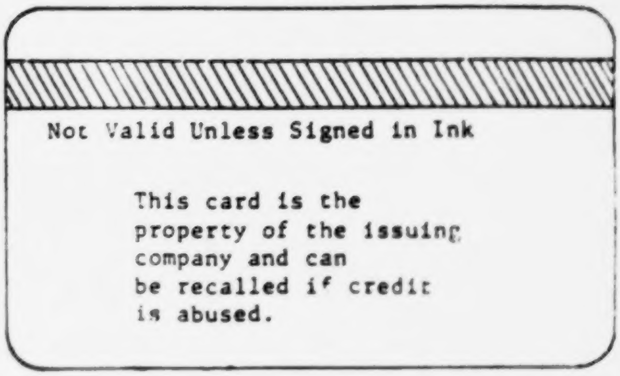
(12) Space for the customer's signature

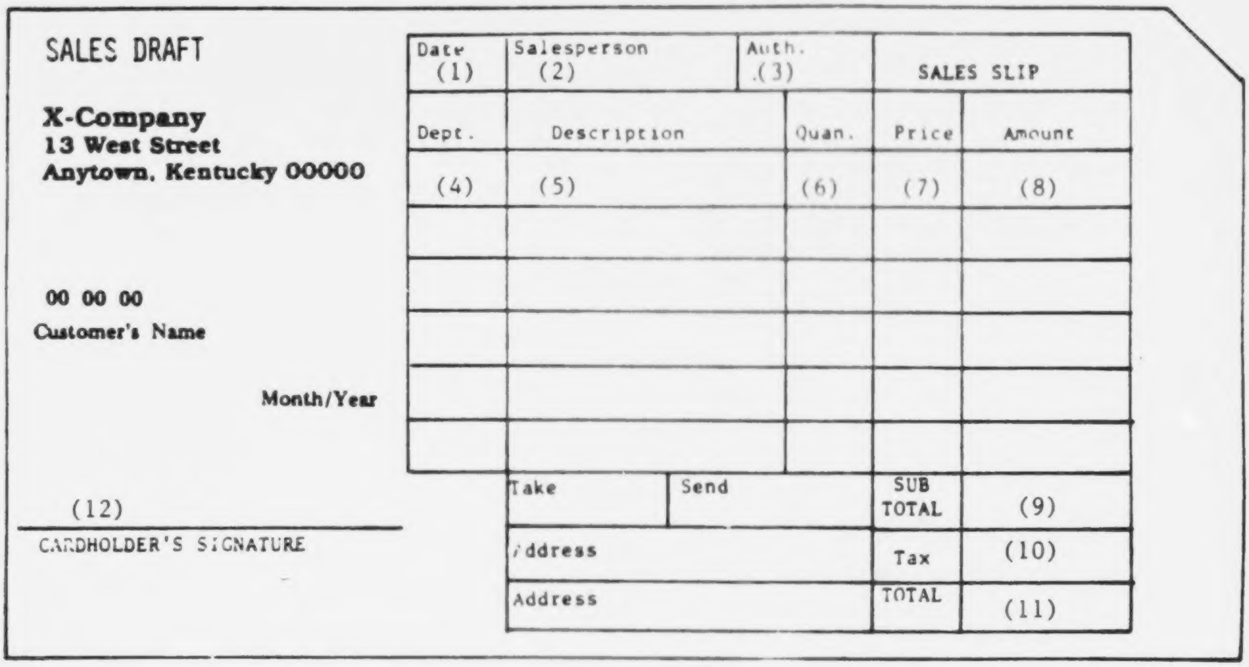
4. After you have completed the charge plate sales ticket, ask the customer for his/her charge plate and imprint the name and address.
5. Ask the customer to sign the charge plate sales ticket after you have carefully checked each mathematical computation.
6. Tell the customer the total cost of the sale.
7. Return the charge plate to the customer.
8. If required by store policy, ring the sale on the cash register.
9. Present the customer with a copy of the charge sales ticket.
10. Place the store copy of the charge sales ticket in a designated area.

FRONT


XC
CREDIT CARD
00 00 00
(Customers Name)
Good Thru ► 00/00

BACK


Not Valid Unless Signed in Ink
This card is the property of the issuing company and can be recalled if credit is abused.



SALES DRAFT

X-Company
13 West Street
Anytown, Kentucky 00000

00 00 00
Customer's Name

Month/Year

(12)
CARDHOLDER'S SIGNATURE

Date (1)	Salesperson (2)	Auth. (3)	SALES SLIP	
Dept.	Description	Quan.	Price	Amount
(4)	(5)	(6)	(7)	(8)
	Take	Send	SUB TOTAL	(9)
	Address		Tax	(10)
	Address		TOTAL	(11)

A CHARGE CARD SALES DRAFT

Student Self-Check IV

WRITING A CHARGE PLATE SALES TICKET

On May 17, 1983, Bob Jackson purchased the following merchandise and requested that these be charged to his account: 1 kleen face electric razor at $28.49; 1 toaster oven at $36.95; 1 bacon cooker at $19.49; 2 travel clocks at $7.49; 1 serving tray at $14.98; and 1 fry cousin at $18.49. Sales tax is 5 percent. Write a charge sales ticket for this transaction. Mr. Jackson lives at 19 River Road, Waterfront, Kentucky 40602. Your department number is 33. Ask your instructor for a charge plate sales ticket. Check to see if your answers are correct according to the procedure established by your instructor.

RECORDING LAY-AWAY SALES ON SALES TICKET

Agribusinesses offer their customers many different types of charge services. One of these is called "Lay-Away Sales." The "Lay-Away" charge, as do other charge accounts, offer customers a way to buy merchandise now and pay for it later. The lay-away charge is different from other charge accounts, as the business will hold the merchandise until the customer has paid the total price for it. After the customer has made final and full payment, they receive the merchandise. If a customer requests an item of merchandise to be placed in lay-away and does not make total payment within the specified period of time, the item can be returned to the stock. Usually, the retailer will refund the amount of money that the customer has paid on the lay-away charge sale. As an employee in an agribusiness which offers a lay-away charge service, you will be involved in sales situations similar to the following situation.

A customer approaches you with one item of merchandise in hand and says, "I would like to purchase this item, but I just don't have the money to pay for it now. Is there any way that you could hold it?" In many stores, the salesperson would say, "I can put it on our lay-away charge plan for you. This charge plan will give you 90 days to pay for the merchandise. Our down payment is 10 percent of the purchase price and our service fee is $1.00. Do you want me to write this sale as a layaway? You do understand that we will hold the merchandise until you have made your last payment. Is there anything about our lay-away charge plan that you do not understand?"

"In filling out the lay-away sales ticket, the first thing I need to put on it is your name, your full address, and your telephone number. Now, the items you have picked are a sabre saw for $55.00 and a set of drill bits for $24.00. This makes your total purchase $79.00, plus sales tax of $3.95 (5%), for a total of $82.95. As you see, I have entered this information on the lay-away sales ticket. Our store policy is that the customer is to pay 10 percent of the total cost of the merchandise which, in this situation, is $8.30. You want to pay $10. As you see I have entered your $10.00 payment on the sales ticket and your remaining balance of $72.95 will be due within 90 days from today. I have also noted this on the lay-away ticket. Do you have any questions? Can you pay it off any time before the 90 days? Certainly, anytime you wish and you will receive the merchandise as soon as you have paid the remaining balance. The last thing I need is your signature. Thank you, and if I can be of any additional service to you please let me know. I will send your merchandise back to lay-away. I have attached this copy of the sales ticket to it so that the people in lay-away will know it is yours."

What you have just read is exactly what could happen in a retail establishment that offers their customers a lay-away charge service. As a salesperson, you must know how and be able to complete a lay-away sales transaction.

Student Self-Check V

PROCESSING LAY-AWAY SALES

Directions: As a salesperson in X-Company in Anytown, Kentucky, you are approached by a customer who is holding a lawn mower and an electric weed eater. The customer says, "I see that the sign says that your store has a lay-away charge service. Would you please place these items on lay-away?

The lawn mower is $189.37 and the weed eater is $89.00. Your sales clerk number is 53. Your department number is 8. There is a 5% sales tax. Your customer's name is Ethel Douglas and her address is 111 Allison Way, Anytown, Kentucky. She wishes to pay a $50.00 deposit. Fill out the lay-away sales charge ticket. Ask your instructor for a lay-away sales check to see if your answers are correct according to the procedure established by your instructor.

USING A SALES TICKET TO RECORD CUSTOMERS' PAYMENTS-ON-ACCOUNT

Agribusinesses often will have their salespeople accept customers' payments-on-account. Many large stores have accounting departments where employees accept these payments. However, small businesses do expect their salespeople to be able to accept and record customers' payments. The following is a description of how this is usually done.

When a customer requests to make a payment-on-account, he/she is asking that the charge account be reduced by the amount of money being paid. When accepting the customer's payment, you should:

1. Write the transaction on either a sales ticket form that is designed to serve as a customer receipt or on the store form that is designed for recording payments-on-account.

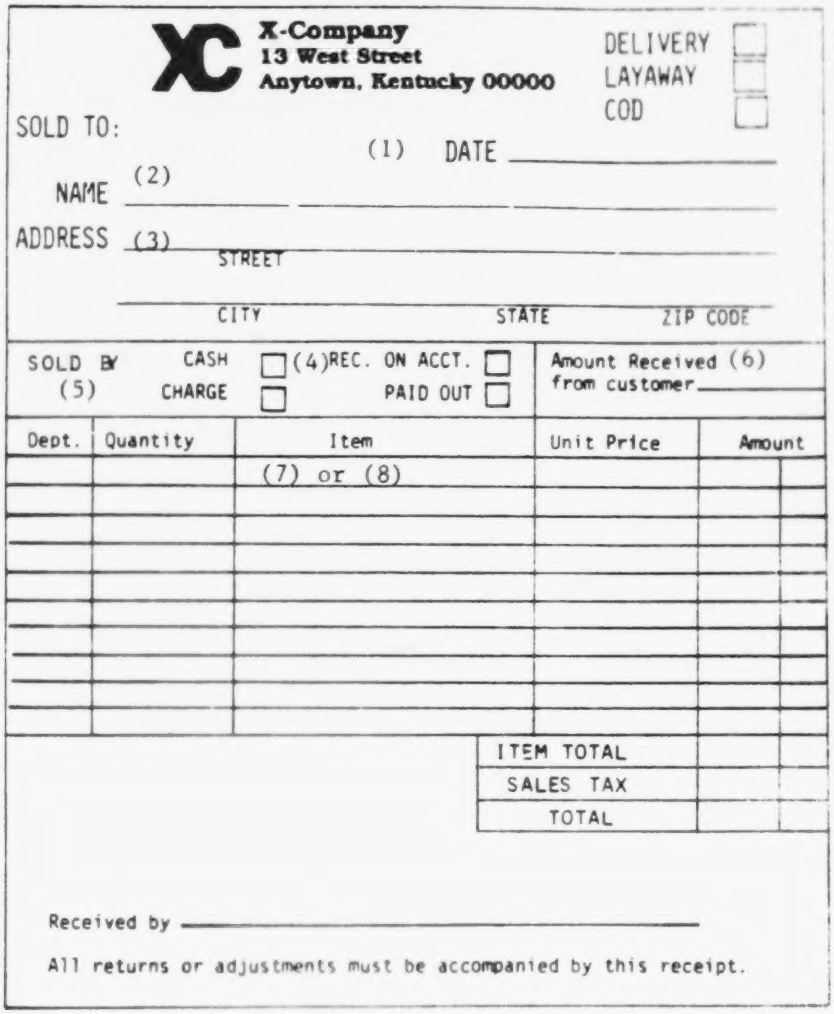
2. When writing the received-on-account transaction include:

    (1) the date of the transaction.
    (2) the customer's name as it appears on the store charge account records.
    (3) the customer's address.
    (4) a check in the designated box if using a multi-purpose sales ticket.
    (5) your salesperson identification number.
    (6) the amount paid by the customer.
    (7) if cash, "cash" is written on the sales ticket.
    (8) if the customer pays by check, "check" is written in the space for item description.

3. After recording the received-on-account transaction, give the customer a copy of the receipt (usually the second copy).

4. Ring the amount received from the customer on the cash register.

5. Keep the original copy of the receipt for the store accounting department.



X-Company
13 West Street
Anytown, Kentucky 00000

DELIVERY ☐
LAYAWAY ☐
COD ☐

SOLD TO:

(1) DATE ____________________

NAME (2) ____________________

ADDRESS (3) ____________________
STREET

____
CITY STATE ZIP CODE

SOLD BY (5)	CASH ☐ (4) CHARGE ☐	REC. ON ACCT. ☐ PAID OUT ☐	Amount Received (6) from customer ____

Dept.	Quantity	Item	Unit Price	Amount	
		(7) or (8)			
			ITEM TOTAL		
			SALES TAX		
			TOTAL		

Received by ____________________

All returns or adjustments must be accompanied by this receipt.

Student Self-Check VI

RECORDING PAYMENTS-ON-ACCOUNT

Directions: Using the following information, write a sales ticket for a payment-on-account. On March 15, 1987, Dan Hillard of 113 Blue Ash Blvd., Bigcity, Kentucky 00000, made a payment-on-account of $ 20.00. Your sales clerk number is 23. Ask your instructor for a sales ticket. Check to see if your answers are correct according to the procedure established by your instructor.

Instructor's Final Checklist

PREPARING AND WRITING A SALES TICKET

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When preparing and writing a sales ticket, the student:	Fully Accomplished	Not Accomplished	Not Applicable
--Included all data concerning the customer	☐	☐	☐
--Checked the appropriate transaction box	☐	☐	☐
--Included appropriate data concerning description of the transaction	☐	☐	☐
--Accurately performed each mathematical calculation	☐	☐	☐
--Had customer sign appropriate sales tickets	☐	☐	☐
--Initialed the tickets	☐	☐	☐
--Wrote each entry neatly and accurately	☐	☐	☐
--Spelled each entry correctly	☐	☐	☐
--Dated the sales tickets	☐	☐	☐
--Wrote an itemized list of merchandise when appropriate.	☐	☐	☐
--Calculated a subtotal of taxable merchandise when appropriate	☐	☐	☐
--Calculated applicable tax when appropriate	☐	☐	☐
--Added taxable and non-taxable items when appropriate	☐	☐	☐

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CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING AND WRITING A SALES TICKET.

Your instructor will provide customers and sales tickets. Prepare and write sales transactions.

Module ABSS-4.09

Agribusiness Supplies and Services

PREPARE BILLS OF LADING

INTRODUCTION

One of the procedures necessary to be familiar with in agribusiness is contacts for shipping. A formal contract for shipping between the shipper and the transportation company is the bill of lading. There are three parties involved in the process of shipping. (1) The shipper or consignor, (2) the transportation company or carrier (railway freight, air cargo, motor freight or vessel), and (3) the business or person to which the goods are being shipped, the consignee. In this module you will learn how to prepare a bill of lading.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided a blank bill of lading and information needed to complete a short form bill of lading, prepare and write a bill of lading. The bill of lading should be neat, easy to read, and with no errors in mathematical computations.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, BILL OF LADING,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, BILLS OF LADING.
3. READ Instruction Sheet II, READING A BILL OF LADING,
   (or)____
4. LISTEN and OBSERVE your instructor discuss and demonstrate how to prepare a bill of lading.
5. PRACTICE preparing a bill of lading. Your instructor will provide bills of lading and necessary information to prepare a short form bill of lading.
6. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, PREPARING A BILL OF LADING.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

BILL OF LADING

A bill of lading is the fundamental document used in the transportation of agricultural commodities. The consignor (shipper) must show on the bill of lading all the information the carrier (railway freight, air cargo, motor freight or vessel) must have to forward the goods properly to the consignee.

The carrier has, the legal duty to issue a receipt or bill of lading, however, most consignors make out the bill of lading. The primary reason that the consignor makes out the bill of lading is to save time which would facilitate the delivery of the goods. There is no standard bill of lading, therefore, bills of lading may vary in size and in contents.

There are many types of bills of lading. The two most common types are the Uniform Straight Bill of Lading and the Short Form Uniform Straight Bill of Lading. A Uniform Straight Bill of Lading is used when the goods are consigned directly to the named consignee, with no intermediary party. A shipper may desire to use a Short Form Uniform Straight Bill of Lading when shipments are forwarded on straight bills of lading. The advantage of using a "short form" is that the shipper does not have to print the bill of lading with the contractual terms shown in full on the reverse side.

Each consignor issues bills of lading in series, number consecutively. This facilitates easy access to the applicable bill of lading should tracing, confirmation of shipment, or other action be necessary by the consignor. Ordinarily, there are three copies of a bill of lading issued. The original copy is usually attached to the invoice and forwarded to the consignee. The second copy is the shipping order and the third copy is a memorandum or file copy for the consignor.

Definitions

Consignee means the person to whom something is shipped.

Consignor (the shipper) means the person who receives the goods for shipment.

Carrier or transportation company includes motor freight (trucks), air cargo, railway freight, vessels, etc.

Commodity is any article of commerce, goods shipped. Examples of commodities in agriculture include corn, soybeans, wheat, chemicals, fertilizers, farm equipment, etc.

Uniform Straight Bill of Lading is a type of bill of lading which is used when commodities are consigned straight to the named consignee, with no intermediary party. Usually the use of this type of bill of lading signifies that the commodities are the property of the consignee.

Instruction Sheet I, (page 2)

Short Form Uniform Straight Bill of Lading is similar to the Uniform Straight Bill of Lading but does not include the contractual terms on the reverse side.

Bill of Lading is a document by which a carrier acknowledges (1) receipt of commodities, (2) description of the commodities and (3) a contract to transport the commodities.

Student Self-Check I

BILL OF LADING

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedures established by your instructor.

1. (True or False) A bill of lading is the fundamental document used in the transportation of agricultural commodities.
2. List four types of carriers which use bills of lading.
3. Who has the legal duty to issue the bill of lading?
4. Name the two most common types of bills of lading.
5. What is the basic difference between the two forms?
6. Why are bills of lading numbered consecutively?
7. List the three individuals to whom the three copies of a bill of lading are issued.
8. (True or False) A Short Form Uniform Bill of Lading is used when there are intermediary parties.
9. (True or False) Bills of lading are uniform in size and in contents.
10. What is the purpose of a bill of lading?

Instruction Sheet II

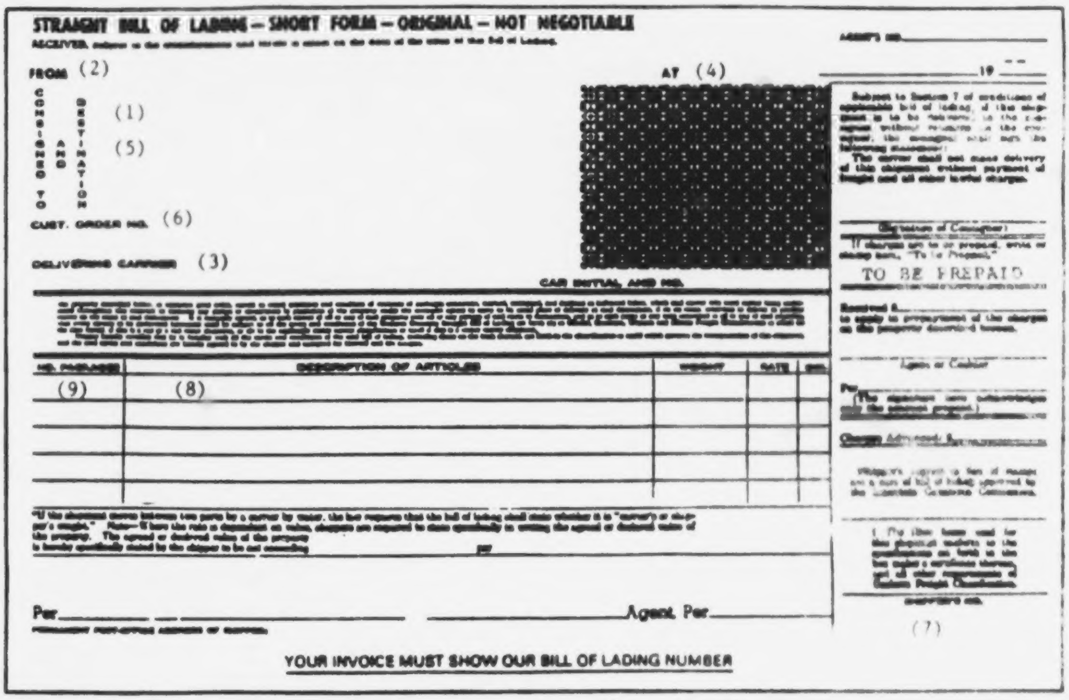
READING A BILL OF LADING

A bill of lading, when completed, is a formal contract for shipping between the consignor and the carrier. Each agribusiness establishment will have their own bill of lading form which is designed for the business's specific needs. Although the design of the form is different from business to business, the information recorded is generally the same.

A bill of lading, regardless of the type used, must be complete, neat, and without error. A bill of lading contains the following information:

1. Name of the consignee
2. Name of the consignor
3. Name of the carrier
4. Point of origin
5. Point of destination
6. Customer's order number
7. Shipper's order number
8. Commodity
9. Quantity
10. Grade (for agricultural commodities)

Additional information on a bill of lading might include special instructions for service, handling and protection, and delivery of the shipment by the carrier.



STRAIGHT BILL OF LADING — SHORT FORM — ORIGINAL — NOT NEGOTIABLE

AGENT'S NO.

FROM (2)

AT (4)

19

CONSIGNED TO (1)

AND DESTINATION (5)

CUST. ORDER NO. (6)

DELIVERING CARRIER (3)

CAR INITIAL AND NO.

TO BE PREPAID

NO. PACKAGES	DESCRIPTION OF ARTICLES	WEIGHT	RATE	
(9)	(8)			

Per______ Agent, Per______

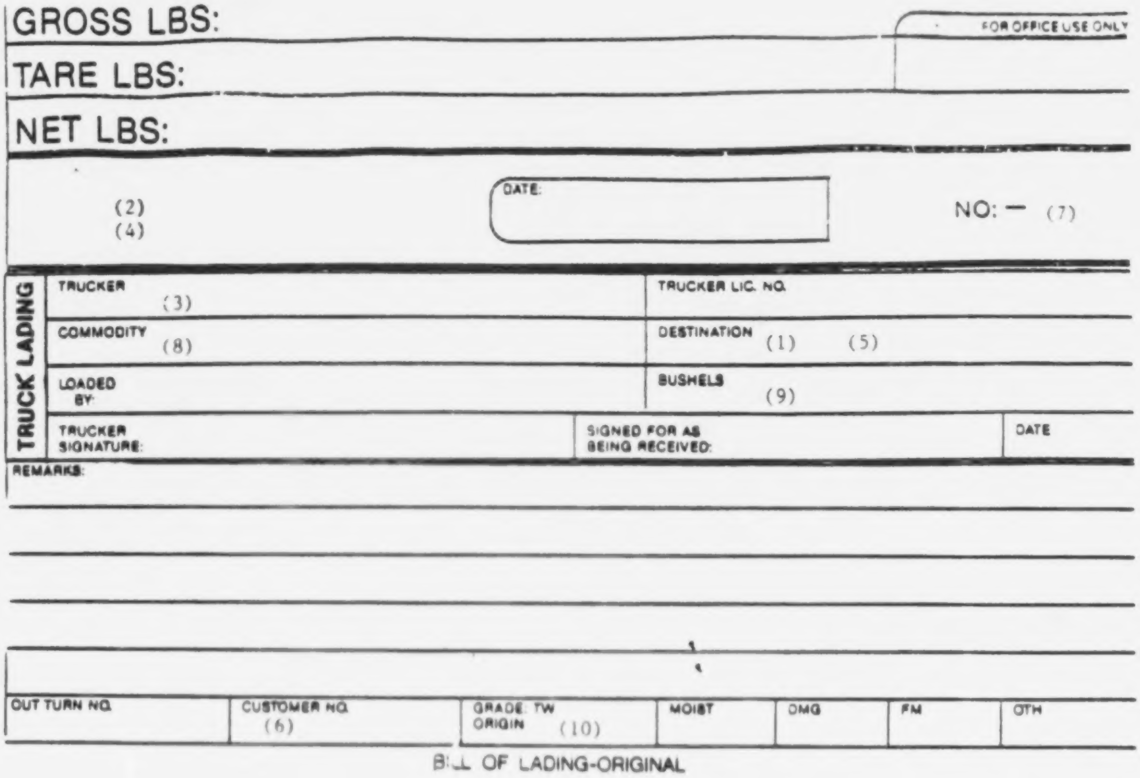
SHIPPER'S NO.

(7)

YOUR INVOICE MUST SHOW OUR BILL OF LADING NUMBER

Illustration A, Short Form of a Straight Bill of Lading, is an example of a type of bill of lading which would be used by any business.

Instruction Sheet II, (page 2)



GROSS LBS:

TARE LBS:

NET LBS:

FOR OFFICE USE ONLY

(2)
(4)

DATE:

NO: — (7)

TRUCK LADING

TRUCKER (3)		TRUCKER LIC. NO.
COMMODITY (8)		DESTINATION (1) (5)
LOADED BY:		BUSHELS (9)
TRUCKER SIGNATURE:	SIGNED FOR AS BEING RECEIVED:	DATE

REMARKS:

OUT TURN NO.	CUSTOMER NO. (6)	GRADE TW ORIGIN (10)	MOIST	DMG	FM	OTH

BILL OF LADING-ORIGINAL

Illustration B, Agricultural Bill of Lading is an example of a bill of lading which is designed specifically for use by an agribusiness for shipping commodities by motor freight.

To emphasize the importance of the bill of lading, let us take a look at the businesses that will need to rely on it's accuracy:

- --The carrier will have to read the bill of lading to obtain information concerning where to deliver the commodities.
- --The consignor to obtain information concerning the overall operation of the business.
- --The consignee to obtain information concerning the delivery of the commodities.

When preparing a bill of lading remember to:

- --Write neatly so that the carrier and consignee can read it.
- --Spell all words correctly, particularly the name and the address of the consignee.
- --Write accurate information.

Instruction Sheet II, (page 3)

--Include all information which is required by the carrier and your business.
--Avoid mathematical errors when calculating quantities, rates, etc.
--Ask the consignee how to spell names or addresses that you cannot spell.
Avoid guessing.

Student Self-Check II

PREPARING BILLS OF LADING

Directions: Now that you have read Instruction Sheet II concerning how to read a bill of lading and have seen examples, you should be ready to practice preparing them.

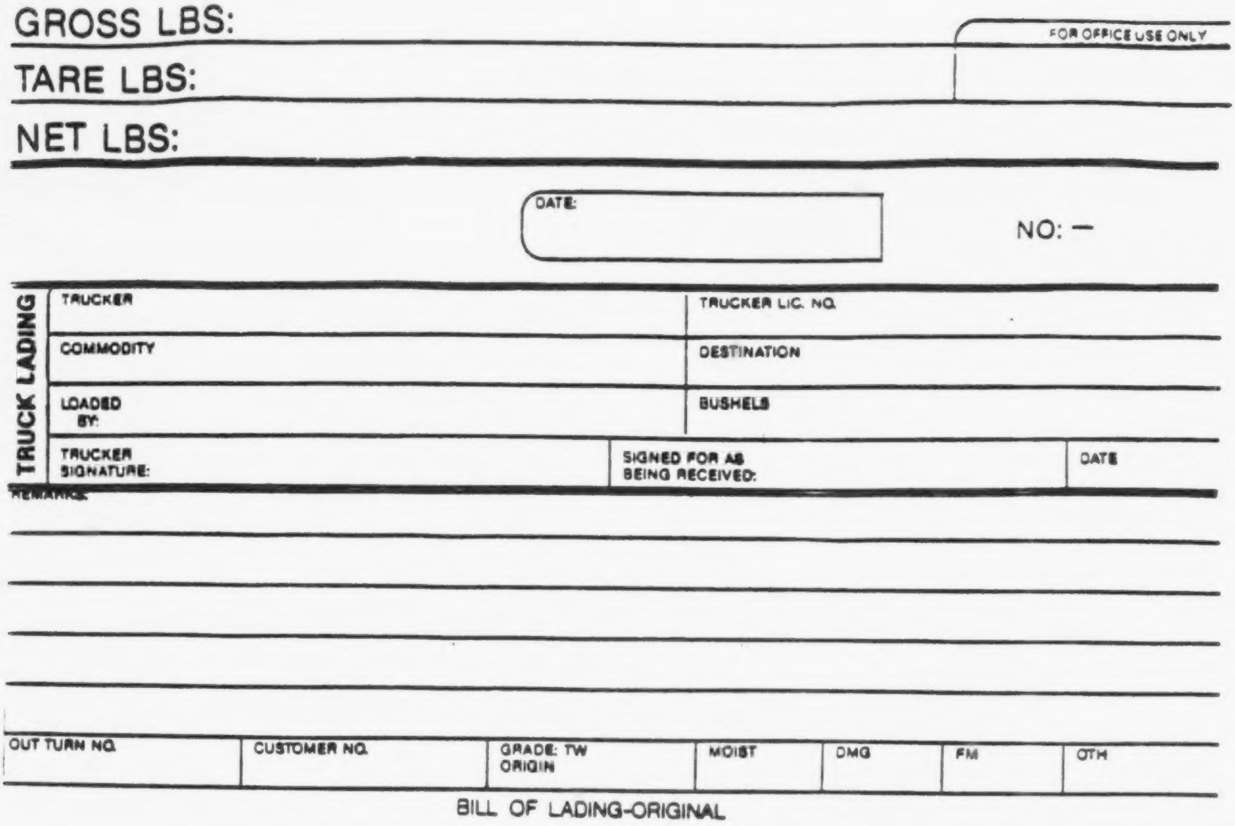
Ask your instructor for two blank bills of lading. Read the two descriptions on this page and write a bill of lading for each one. When you have finished preparing the bills of lading, check to see if your answers are correct according to the procedure established by your instructor.

1. T & B Trucking, Bigtown, Kentucky, on June 15 picked up 35,000 pounds of yellow corn to be delivered to Acme Grain Cooperative in Smalltown, Kentucky. The records of Central Grain Elevator show the following: tare weight 28,000 pounds; shipper's order number A-851; customer's order number 9-008; grade of 54; the moisture content is 10.0 percent; the damage is 3 percent; and foreign matter is 1 percent. The truck was loaded by J. W. Smith and the trucker's name is "Red" Sears.

2. South West Grain Cooperative, Anytown, Kentucky shipped 40,000 pounds of corn by Tri County Express Company. The truck had a gross weight of 72,000 pounds. E. B. Jones picked up the shipment on December 1 and delivered the corn to Portcity Grain Exports, Inc., Portcity, Mississippi. The shipper's order number is 98761 and the customer's order number is BA-981. Other information included the moisture content of 12.1 percent, grade of 60, damage of 5 percent and foreign matter of 2 percent.

Student Self-Check II, (page 2)

The form below may be used to complete the problems for the problems on the previous page.



GROSS LBS:

FOR OFFICE USE ONLY

TARE LBS:

NET LBS:

DATE:

NO: —

TRUCK LADING

TRUCKER		TRUCKER LIC. NO.	
COMMODITY		DESTINATION	
LOADED BY:		BUSHELS	
TRUCKER SIGNATURE:	SIGNED FOR AS BEING RECEIVED:		DATE

REMARKS:

OUT TURN NO.	CUSTOMER NO.	GRADE: TW ORIGIN	MOIST	DMG	FM	OTH

BILL OF LADING-ORIGINAL

Instructor's Final Checklist

PREPARING A BILL OF LADING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When preparing a bill of lading, the student:	Fully Accomplished	Not Accomplished	Not Applicable
--Included all required data	☐	☐	☐
--Accurately performed each mathematical calculation	☐	☐	☐
--Wrote each entry neatly and accurately	☐	☐	☐
--Spelled each entry correctly	☐	☐	☐
--Dated the bill of lading	☐	☐	☐
--Correctly listed the carrier and consignee	☐	☐	☐
--Correctly listed the consignee order number and the consignor order number	☐	☐	☐
--Accurately wrote the destination	☐	☐	☐
--Signed and/or initialed as required	☐	☐	☐

Check-Out Activity

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARE A BILL OF LADING.

Your instructor will provide bills of lading and information necessary to prepare a short form bill of lading. Prepare and write a bill of lading.

Module ABSS-4.10

Agribusiness Supplies and Services

PREPARING PURCHASE ORDERS

INTRODUCTION

The purchase order is an important part of buying merchandise. In order for the seller to comply with your order you must be able to supply all the necessary information about merchandise purchased and method of shipment. Purchase orders also provide a record of items purchased and help prevent cash flow problems which could occur without such a system. In this module you will learn to fill out purchase orders in complete detail.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given purchasing information, including vendor and date, fill out a purchase order. The completed form must be without error.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, PREPARING PURCHASE ORDERS,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PREPARING PURCHASE ORDERS.
3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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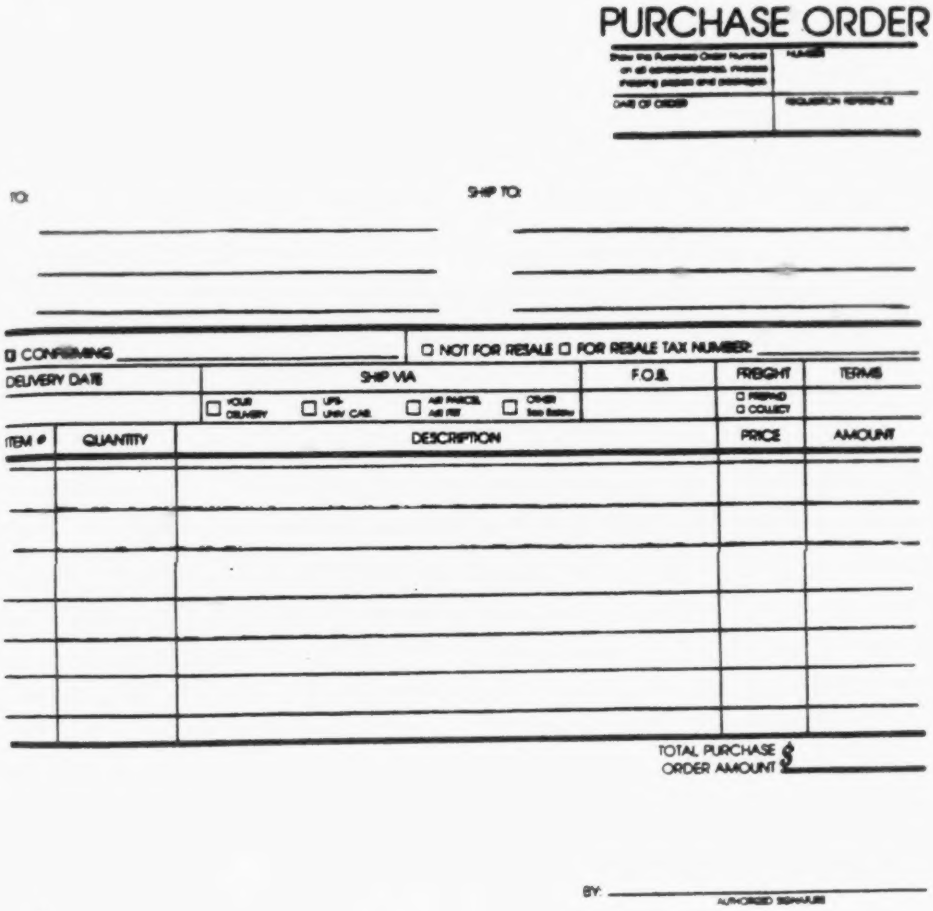
Instruction Sheet I

PREPARING PURCHASE ORDERS

Purchase orders are forms used to order goods from dealers and manufacturers. They also provide a record of items purchased and, thus, help keep track of money spent or money owed.

The information required on a purchase order (P.O.) may vary with the size and type of business. Purchase orders generally require the name and address of the company from which a purchase is being made and where the purchase is to be shipped. Other information may include purchase order number (which may be printed on the form), date, delivery date, shipping terms, and payment terms.



PURCHASE ORDER

NUMBER

DATE OF ORDER

REQUISITION REFERENCE

TO:

SHIP TO:

☐ CONFIRMING ____________ ☐ NOT FOR RESALE ☐ FOR RESALE TAX NUMBER: ____________

DELIVERY DATE	SHIP VIA	F.O.B.	FREIGHT	TERMS
	☐ YOUR DELIVERY ☐ UPS-UNIV CAR. ☐ AIR PARCEL AIR FRT ☐ OTHER See Below		☐ PREPAID ☐ COLLECT	

ITEM #	QUANTITY	DESCRIPTION	PRICE	AMOUNT

TOTAL PURCHASE ORDER AMOUNT $ ____________

BY: ____________
AUTHORIZED SIGNATURE

Instruction Sheet I, (page 2)

F.O.B. (free on board) means the goods are to be shipped free to the location designated in that space. If shipment is by rail or bus and possibly by truck or air, the buyer must pick the goods up at the terminal, station, etc. Many trucking companies and most postal type shipping companies deliver to the business. If the F.O.B. is the seller's address then the buyer must pick up the goods or arrange for shipment.

The body of information is about the materials to be purchased. This information may include the item number, quantity, description, unit price (price of one item or unit), total price per item, and total purchase order amount. The purchase order may require an authorized signature.

Any other information you wish the seller to know can also be put on the purchase order. Tell the seller whether or not to substitute for any unavailable items. In some cases you will not want to substitute and in others you may. Tell the seller if you must have delivery by a specified date or you can not use the product. If sellers know this, they may speed delivery or call before shipping, saving both of you trouble. The better you learn to communicate what you want, the more likely you are to be satisfied.

Think about how you would fill out a purchase order using the following information.

TO: Mills Sportswear
Box 21
Shepherdsville, KY 40165

Purchase Order Number: P-101
Requisition Number: 400
Date: 05/04/88
Date Items Needed: 05/30/88
Terms: N/30 (30 days net)
Ship Via: Railway Express
F.O.B.: Louisville, KY
Items Needed: 48 Assorted Warm-ups
Stock Number: 2-5098
Description: Assorted Warm-ups
Unit Price: $15.00 each

This information used to complete a purchase order form should look similar to that shown in the next example on the following page.

SAMPLE PURCHASE ORDER

sports world
of Kentucky
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Purchase Order P-101
Requisition No. 400

TO: Mills Sportswear
Box 21
Shepherdsville, Kentucky 40165

Date 5/4/88
Item Needed By 5/30/88
Terms n/30
Ship Via Railway Express
F.O.B. Louisville

Quantity	Stock No.	Description	Unit Price
48	2-5098	Assorted Warm-ups	$15.00

Student Self-Check I

PREPARING PURCHASE ORDERS

Directions: Prepare a purchase order using the following information:

To: Elam's Tennis World
132 Short Street
Shepherdsville, Kentucky 40165

Requisition No.: 399
Date of Invoice: 05/01/88
Date items needed: 05/21/88
Terms: n/30
Ship via: Railway Express
F.O.B.: Louisville
Items needed: 4 dozen cans
Stock No.: TB 412
Description: Yellow Tennis Balls
Unit Price: $2.50 per can

Your instructor will provide you with a purchase order form.

sports world
of Kentucky
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Purchase Order P-101
Requisition No.

TO:

Date	Item Needed By	Terms	Ship Via	F.O.B.

Quantity	Stock No.	Description	Unit Price

Instructor's Final Checklist

PREPARING PURCHASE ORDERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a purchase order the student correctly filled out the:	Fully Accomplished	Not Accomplished	Not Applicable
Correct date	☐	☐	☐
Requisition number	☐	☐	☐
Name and address of supplier	☐	☐	☐
Terms of purchase	☐	☐	☐
Method of shipment and F.O.B.	☐	☐	☐
Quantity	☐	☐	☐
Stock number and description of merchandise	☐	☐	☐
Unit price of merchandise	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING PURCHASE ORDERS.

Your instructor will provide a purchase order form and purchasing information. Complete the form.

Agribusiness Supplies and Services

PREPARING BANK DEPOSIT FORMS

INTRODUCTION

One of the ways to store and use money is in a bank. Whether you have a checking, savings, money market, or other type of account, you need to be able to put money into the account. Putting money into the account is called making a deposit. In this module you will learn to prepare bank deposit forms.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a sample check made to you, a deposit slip, and a checkbook register, prepare a bank deposit and balance the checkbook register.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, PREPARING BANK DEPOSIT FORMS,
   (or) ______________________________

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PREPARING BANK DEPOSIT FORMS.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

PREPARING BANK DEPOSIT FORMS*

Terms to Know

The following terms are used in this module. If you do not understand any of the definitions, ask your instructor to explain.

DEPOSIT SLIP--a piece of paper you fill out each time you put money in your account. The teller keeps a copy and gives you a copy. It is a receipt showing the amount of money you put into your account.

CHECK REGISTER--a stub or register sheet where you record the information about the check written or record a deposit made.

TELLER--a person employed by the bank who will receive deposits, cash checks, or perform similar services for customers.

ENDORSEMENT--a signature on the back of the check of the person or firm to whom the check is written. An endorsement indicates that the person or firm received the money. A check cannot be cashed unless it is properly endorsed.

BANK STATEMENT--a report from the bank of the deposits you have made, checks you have written and have been paid by the bank, withdrawals you have made, and the balance left in your account.

Endorsing Checks

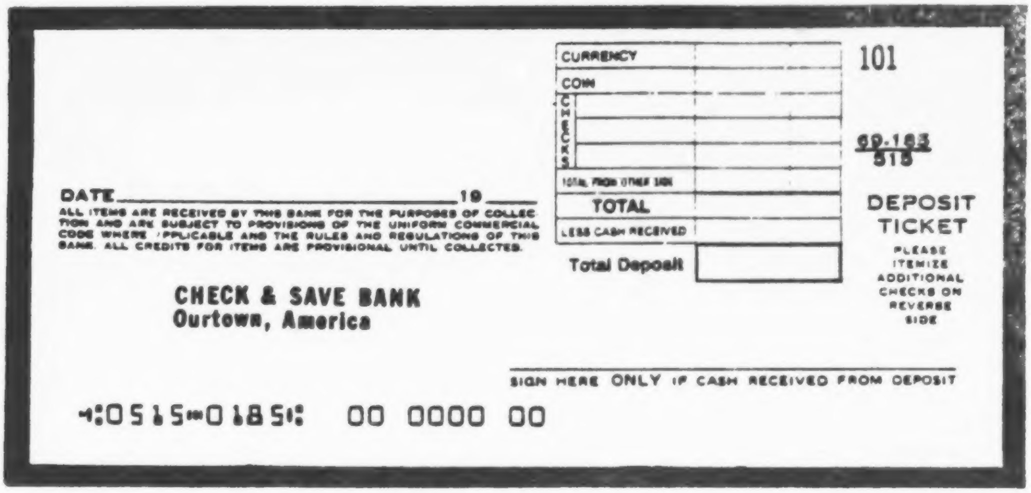
A check must be "endorsed" before it can be cashed or deposited. This means that the payee (person to whom the check is written) must sign his/her name on the back of the check.

An endorsement is made on the back of the check at the left end. A blank endorsement is the signature of the person to whom the check is made payable. The signature should be spelled exactly the same way it is written on the front. Once it is endorsed, the check may be cashed by anyone. However, many banks also require the signature of the person actually cashing the check.

A restrictive endorsement limits how a check can be handled and may make it safe to send through the mail. The most common restrictive endorsement is "For deposit only to the account of (your name)."

Filling Out A Deposit Slip

Deposit slips with account numbers on them usually come with the checks you purchase. You mark the amount of money you plan to put in the bank to start your account on a deposit slip. Each time you add money to your account you will fill out a deposit slip. A duplicate or computer record will be given to you for your records. The exact type of deposit slip will vary from bank to bank. See the example below.



CURRENCY	
COIN	
CHECKS	
TOTAL FROM OTHER SIDE	
TOTAL	
LESS CASH RECEIVED	
Total Deposit	

101

$\frac{60\text{-}183}{515}$

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

DATE____________________19____

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CHECK & SAVE BANK
Ourtown, America

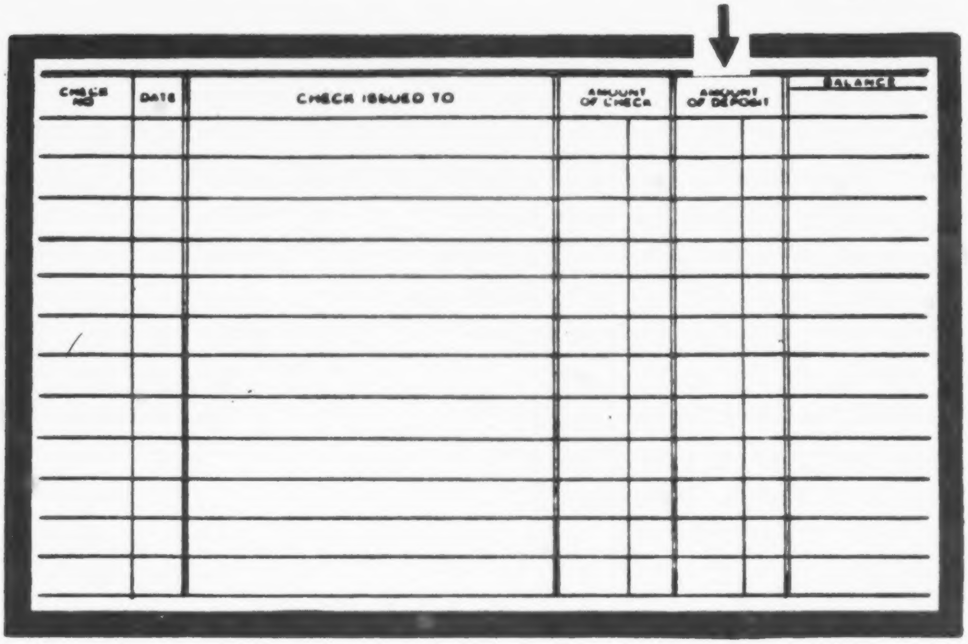
____
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

⑆0515⑉0185⑆ 00 0000 00

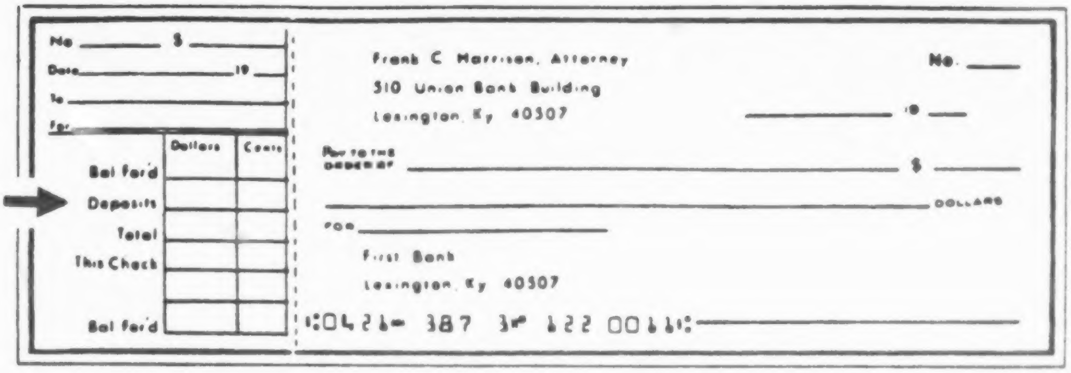
Steps in Filling Out A Deposit Slip

1. Fill in the date the deposit is made.
2. Fill in the total amount of currency (paper money) being deposited or leave blank if none is deposited.
3. Fill in the total amount of coins being deposited or leave blank if none are deposited.
4. List checks individually by writing the name of the person or organization who gave you the checks and the amount of each, or leave blank if no checks are deposited.
5. Add the total amount.
6. Subtract any cash you want to keep from the total amount.
7. Write down the total deposit.
8. Sign the deposit slip if required. (Some banks require your signature if you retain some cash from the amount shown on the deposit slip.)
9. Write the total deposit on the check register. The arrows on the examples of a check register and check stub on the following page show where to record the deposit.
10. Add the deposit to the previous balance and write in the new balance.

Instruction Sheet I, (page 3)



CHECK NO	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		AMOUNT OF DEPOSIT		BALANCE



No ______ $ ______

Date ______ 19 ___

To ______

For ______

	Dollars	Cents
Bal Fwd		
Deposits		
Total		
This Check		
Bal Fwd		

Frank C Harrison, Attorney
510 Union Bank Building
Lexington, Ky 40507

No. ____

______ 19 ___

PAY TO THE ORDER OF ______ $ ______

______ DOLLARS

FOR ______

First Bank
Lexington, Ky 40507

⑆0421⑈ 387 3⑈ 122 0011⑆ ______

*Adapted from: Managing A Checking Account, Module MFE-7. Frankfort, KY: Kentucky Department of Education, 1982.

Student Self-Check I

PREPARING BANK DEPOSIT FORMS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) You must fill out a deposit slip each time you add money to your account.
2. (True or False) The bank teller will give you a duplicate or a computer record of your deposit.
3. (True or False) Currency is money with this year's date on it.
4. (True or False) List each check individually on the deposit slip.
5. (True or False) You should let the bank total your deposit for you to save time.
6. (True or False) When you get your bank statement, write the deposits listed in your check register.

Instructor's Final Checklist

PREPARING BANK DEPOSIT FORMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When making a deposit, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
a. Endorsed the check properly	☐	☐	☐
b. Filled out the deposit slip with the following information:			
--today's date	☐	☐	☐
--the check source and the amount	☐	☐	☐
--the correct total	☐	☐	☐
c. Recorded the deposit in the checkbook register with the following information:			
--today's date	☐	☐	☐
--the correct amount of deposit	☐	☐	☐
--the correct balance	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist. PREPARING BANK DEPOSIT FORMS.

Your instructor will provide a sample check, a deposit slip, and a check register. Endorse the check, fill out the deposit slip and check register.

Agribusiness Supplies and Services

SETTING UP CUSTOMER FILES

INTRODUCTION

Customer files are an excellent tool for use in marketing or advertising directly to the customer. Market research, identification of customer characteristics, logic, and intuition can be combined with a customer file to increase customer satisfaction, good public relations and business profit. In this module you will learn about setting up customer files.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about setting up customer files, complete the test with at least 80% accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SETTING UP CUSTOMER FILES,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, SETTING UP CUSTOMER FILES.

3. OBSERVE your teacher or other person demonstrate the correct procedure for setting up a customer file,

   (or)____

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

SETTING UP CUSTOMER FILES

A customer file is a list of present and possible customers, and usually includes information about the customer such as address, types of purchases made, and type of business. A customer file can be kept on cards, mailing labels, or a computer. The cards can be sorted, the labels organized, and the computer programmed so as to give lists for most any purpose. The computer has much more versatility since lists can be easily generated for any type of information in the data bank.

The computer can sort customers by zip code or geographical location. For an agricultural business selling to farmers the business might need to know what a farmer raises. If a fertilizer advertisement was to be mailed, it could be sent only to farmers that raise crops. Feed advertisements could be sent only to livestock farmers, or a dairy feed advertisement could be sent only to dairy farmers. The obvious advantage of such advertising is a saving of costs while still targeting those who should get the information. The more specific and personal the information the farmer receives, the more likely the farmer is to read it.

Direct advertising to the customers listed on a customer file may include sales letters, brochures, folders, booklets, or inserts. Catalogs may also be sent to persons included in the file. When specific needs of the customers are known, then specific information about products can be sent.

Customer files can be used to send out information on timely topics such as new varieties, new or effective insecticides or herbicides, animal medications, new equipment, or ideas on how to improve almost anything.

Names for the customer file can be taken from sales tickets, credit applications, or asking customers to fill out cards. A token of appreciation can be given in return for the completed card.

The more up-to-date and informative a customer file is, the greater value it has.

Student Self-Check I

SETTING UP CUSTOMER FILES

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) A customer file is a list of present and possible customers, plus other information.
2. (True or False) A customer file can be kept on cards.
3. (True or False) The computer can sort information from the customer file in many different ways for different mailings.
4. (True or False) A customer file can be used to send catalogs from the business.
5. (True or False) Customer files can be used to send newsletters and for other public relations activities.

Instructor's Final Checklist

SETTING UP CUSTOMER FILES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about setting up customer files	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist. SETTING UP CUSTOMER FILES.

Your instructor will provide a test about setting up customer files. Complete the test.

Agribusiness Supplies and Services

PREPARING MONTHLY BILLS

INTRODUCTION

Many of your customers will charge merchandise and agree to pay for it at a later date. In order for your customers to know how much they owe, you must prepare a monthly bill (statement of account) for each of them. This monthly bill will contain the previous balance, any charges accumulated since the last billing, and the current balance due. In this module you will learn how to prepare a monthly bill from the individual customer's ledger account.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided a monthly bill form and customer ledger account for a month, prepare a monthly bill. The balance on the monthly bill must equal the balance on the ledger account.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, CUSTOMER'S LEDGER ACCOUNTS,
   (or)____
2. CHECK YOUR KNOWLEDGE of computing account balances by completing Student Self-Check I, COMPUTING ACCOUNT BALANCES.
3. READ Instruction Sheet II, PREPARING MONTHLY BILLS,
   (or)____
4. CHECK YOUR KNOWLEDGE of preparing monthly bills by completing Student Self-Check II, PREPARING MONTHLY BILLS.
5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

CUSTOMER'S LEDGER ACCOUNT

A customer's ledger account is a permanent record of all charges, credits (for merchandise returned) and payments made by the customer. Examine the following ledger account used by Joe's Tractors and Equipment:

NAME Lee Mills ACCOUNT NO 248

ADDRESS 2501 Indian Ridge Road, Lawrenceburg Ky 40342

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE	
May	1	Balance	✓			80 00	①
	13		Sales Inv 416	② 26 00		106 00	
	15		Rc #10		③ 80 00	26 00	
	17		Credit Memo 23		④ 10 00	16 00	

(1) The $80.00 balance on May 1 was carried over from the previous month.

(2) On May 13, the customer charged $26.00 worth of merchandise which increased the balance owed by him to $106.00.

(3) On May 15, a check for $80.00 was received from the customer in payment of his May 1 balance. This decreased the balance owed by him to $26.00, the amount of the May 13 invoice.

(4) On May 17, the customer returned $10.00 worth of damaged merchandise which decreased the balance owed by him to $16.00.

*Adapted from: Preparing Customer Statements of Account, Module BK-7. Frankfort, KY: Kentucky Department of Education, 1981.

Student Self-Check I

COMPUTING ACCOUNT BALANCES

Directions: Compute the balances for the three accounts listed below after each entry. Check to see if your answers are correct according to the procedure established by your instructor. Your instructor will provide a form.

NAME Linda Schultz ACCOUNT NO 207

ADDRESS 406 Hillview Drive, Shelbyville, Ky 40065

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			79 00
	3		Rec 411		20 00	
	10		SI 159	9 00		
	24		SI 203	14 00		

NAME Randy Wells ACCOUNT NO 164

ADDRESS 219 S. First Street, Frankfort, Ky 40601

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	10		SI 163	56 00		
	14		CM 37		56 00	
	29		SI 251	47 00		

Assume starting balance of zero.

NAME Linda Dunsmore ACCOUNT NO 253

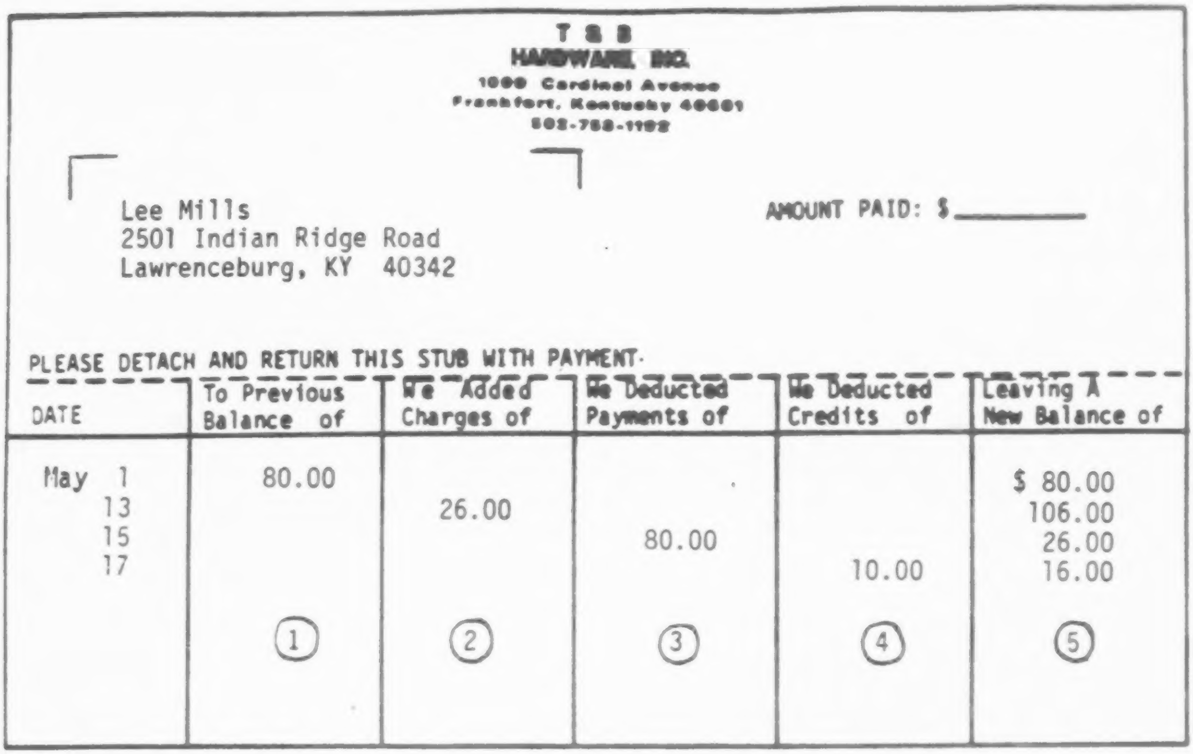
ADDRESS 342 Lafayette Blvd, Lexington, Ky 40503

DATE		ITEM	DOCUMENT	INCREASE	DECREASE	BALANCE
Oct	1	Balance	✓			99 00
	4		SI 105	10 00		
	11		Rec 525		25 00	
	30		Rec 816		30 00	

Instruction Sheet II

PREPARING MONTHLY BILLS

Examine the monthly bill shown below.



T & B
HARDWARE INC.
1000 Cardinal Avenue
Frankfort, Kentucky 40601
502-758-1192

Lee Mills
2501 Indian Ridge Road
Lawrenceburg, KY 40342

AMOUNT PAID: $________

PLEASE DETACH AND RETURN THIS STUB WITH PAYMENT.

DATE	To Previous Balance of	We Added Charges of	We Deducted Payments of	We Deducted Credits of	Leaving A New Balance of
May 1	80.00				$ 80.00
13		26.00			106.00
15			80.00		26.00
17				10.00	16.00
	①	②	③	④	⑤

This monthly bill was prepared from the customer's ledger account in Instruction Sheet I. Column headings state specifically what effect each entry has on the balance of the customer's account.

1. This is the amount carried forward from the prior month that is still due from the customer.
2. New merchandise charged by the customer during the month. This amount is added to the amount due.
3. Any payments received from the customer during the month. The amount is deducted from the balance due.
4. Customers who return things that were previously charged receive a credit memo. These amounts are deducted from the balance.
5. The new balance due after each transaction is posted (transferred) to the statement.

Student Self-Check II

PREPARING MONTHLY BILLS

Directions: Using your answer sheet for Student Self-Check I, prepare monthly bills on the forms your instructor will provide. Check to see if your answers are correct according to the procedure established by your instructor.

Instructor's Final Checklist

PREPARING MONTHLY BILLS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In the process of preparing monthly bills, the student:	Fully Accomplished	Not Accomplished	Not Applicable
Wrote the customer's name and address in the appropriate space	☐	☐	☐
Entered the previous balance (if there was one) on the first line of each monthly bill	☐	☐	☐
Recorded each adjustment correctly and extended the new balance each time an adjustment was made	☐	☐	☐
Recorded the correct ending balance on each monthly bill	☐	☐	☐
Balanced ledger	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING MONTHLY BILLS.

Your instructor will provide a monthly bill form and customer's ledger account. Balance the ledger account and prepare a monthly bill.

Module ABSS-4.15

Agribusiness Supplies and Services

BALANCE CASH DRAWER AGAINST REGISTER READING*

INTRODUCTION

Agribusiness employees may be requested to close out their cash drawer at the end of their work session. Balancing a cash drawer may include counting and listing the amount of monies in the register, listing the checks received and listing the amount of credit charges made during the day.

Closing out the cash drawer may also include reading and/or closing the cash register which is usually done by a supervisor or the manager. This module is designed to help you learn how to close out a cash drawer by balancing the cash drawer against the register reading at the end of a work session.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided cash register data and a cash register balance sheet, close out the cash register by preparing a cash register balance sheet.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

BALANCE CASH DRAWER AGAINST REGISTER READING

1. READ Instruction Sheet I, READING AND RESETTING THE CASH REGISTER,
   (or)____
2. PRACTICE reading a cash register. (Obtain the Read Key from your instructor for your cash register.) Read the register several times following the steps listed above or those given by your instructor.)
3. READ Instruction Sheet II, PREPARING A CASH REGISTER BALANCE SHEET,
   (or)____
4. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PREPARING A CASH REGISTER BALANCE SHEET.
5. PRACTICE balancing a cash drawer against a cash register reading. (Your instructor will provide further instructions for this exercise.)
6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

READING AND RESETTING THE CASH REGISTER

At the end of the work day an employee may have to read or close out the cash register. This provides the business with daily records, the amount of sales by departments, and other information for future planning. The information, a record of the day's transcripts, obtained by reading the totals on the cash register is printed on the detail audit tape which is kept by the store manager for reference.

The procedures for reading and resetting or closing out a cash register are usually the same for each machine. However, you should check with your instructor to be sure that the steps listed here can be used on your cash register. If they cannot, obtain the operator's manual for your cash register to learn the proper procedure for reading and resetting your cash register.

There are two keys labeled READ and RESET which correspond to the READ and RESET locks on your cash register. Follow these steps to read and reset your cash register:

1. Insert the Read Key into the proper lock.
2. Move the key to the proper position.
3. Depress each salesperson's key (if applicable).
4. Depress each department key.
5. Depress each transaction key.
6. Depress the Balance Due Key last.
7. Return the key to its origianl position.
8. Remove the key from the register.

The cash register can be read as many times a day as necessary by following the previous steps. However, at the end of the day or the beginning of the day, the cash register is RESET or cleared for the new day's business. This is accomplished by inserting the Reset Key into the Reset Lock and following the same procedure as with the Read Key. When this is done, the cash register is cleared of all totals and is prepared to record the new day's totals.

*Adapted from the following publications: Cashier-Checker; "Completing the Cash Register Balance Sheet," Module CC-13, objective 20 and Practical Arts Marketing and Distribution Occupations; "Preparing the Cashier's Report," Task Assignment Sheet PA-MD-39. The Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education, Frankfort, KY.

Student Self-Check I

COMPLETING THE CASH REGISTER BALANCE SHEET

Check your knowledge of completing a Cash Register Balance Sheet by completing the forms on page 2, using the information given below.

INFORMATION FOR BALANCE SHEET NO. 1

Register No. 3
50 dimes
35 quarters
55 pennies
3 half dollars
60 nickels
Ten $20 bills
Fifteen $10 bills
Five $5 bills
Twenty-seven $1 bills
Change fund -- $50
Checks for $75, $35, $6.50
$10.50 voids
$3.50 bottle refunds
Paid bread delivery man -- $35.50
Charge sales -- $75.50
Sales from audit tape -- $615.15
Store No. 6
June 30, 1985, 9 p.m.

INFORMATION FOR BALANCE SHEET NO. 2

Register No. 1
Thirty-five $1 bills
Forty $5 bills
Sixty $10 bills
Ten $20 bills
5 half dollars
25 quarters
16 nickels
40 dimes
35 pennies
Checks for $4.50, $7.75, $9.98
Change fund -- $100
Paid milk delivery man -- $55
Charge sales -- $65.75
Refunded $10.50
Voided $4.75
Store No. 1
June 28, 1985, 6 p.m.
Sales from audit tape -- $1096.13

Check to see if you have correctly completed the Cash Register Balance Sheet according to the procedures established by your instructor.

Student Self-Check I, (page 2)

CASH REGISTER BALANCE SHEET

Store ____________

Date ____________
Time ____________
Employee ____________
Reg. No. ____________

Change Fund (Bank) ____________

Sales (Audit Tape) ____________

Gross Total ____________

LESS:

Voids	____________	
Refunds	____________	
Paid-Outs	____________	
Credit Sales	____________	
Total		____________
NET CASH REQUIRED		____________
Money (Denominations):		
Coins		
Pennies	____________	____________
Nickels	____________	____________
Dimes	____________	____________
Quarters	____________	____________
Halves	____________	____________
Currency		
$20	____________	____________
$10	____________	____________
$ 5	____________	____________
$ 1	____________	____________
Checks	____________	____________
TOTAL CASH ON HAND		____________
CASH OVER/SHORT (Circle One)		____________

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved by

Instruction Sheet II

PREPARING A CASH REGISTER BALANCE SHEET

At the end of the work day, it is very important to prepare a cash register balance sheet for your register in order to have accurate records for the business, to check the money in the drawer against the register totals, and to prepare the cash register for the next day's business.

In order to check the money in your drawer against the register total, you must complete a Register Balance Sheet. The cash register balance sheet may be very simple or very detailed. The following example of a cash register balance sheet is a very simple form which contains the minimum information necessary for balancing a cash drawer against a register reading.

CASH REGISTER BALANCE SHEET

Date ____________

Pennies . . . . ______________

Nickels . . . . ______________

Dimes . . . . ______________

Quarters . . . . ______________

Half Dollars . . . . ______________

Silver Dollars . . . . ______________

Paper Bills . . . . ______________

Total Cash in Drawer . . . . ______________

Checks . . . . ______________

Total Cash on Hand . . . . ______________

Credit Sales . . . . ______________

Total Sales . . . . ______________

Beginning Cash . . . . ______________

Total Cash on Hand . . . . ______________

Total Cash Handled . . . . ______________

Cash Short . . . . ______________

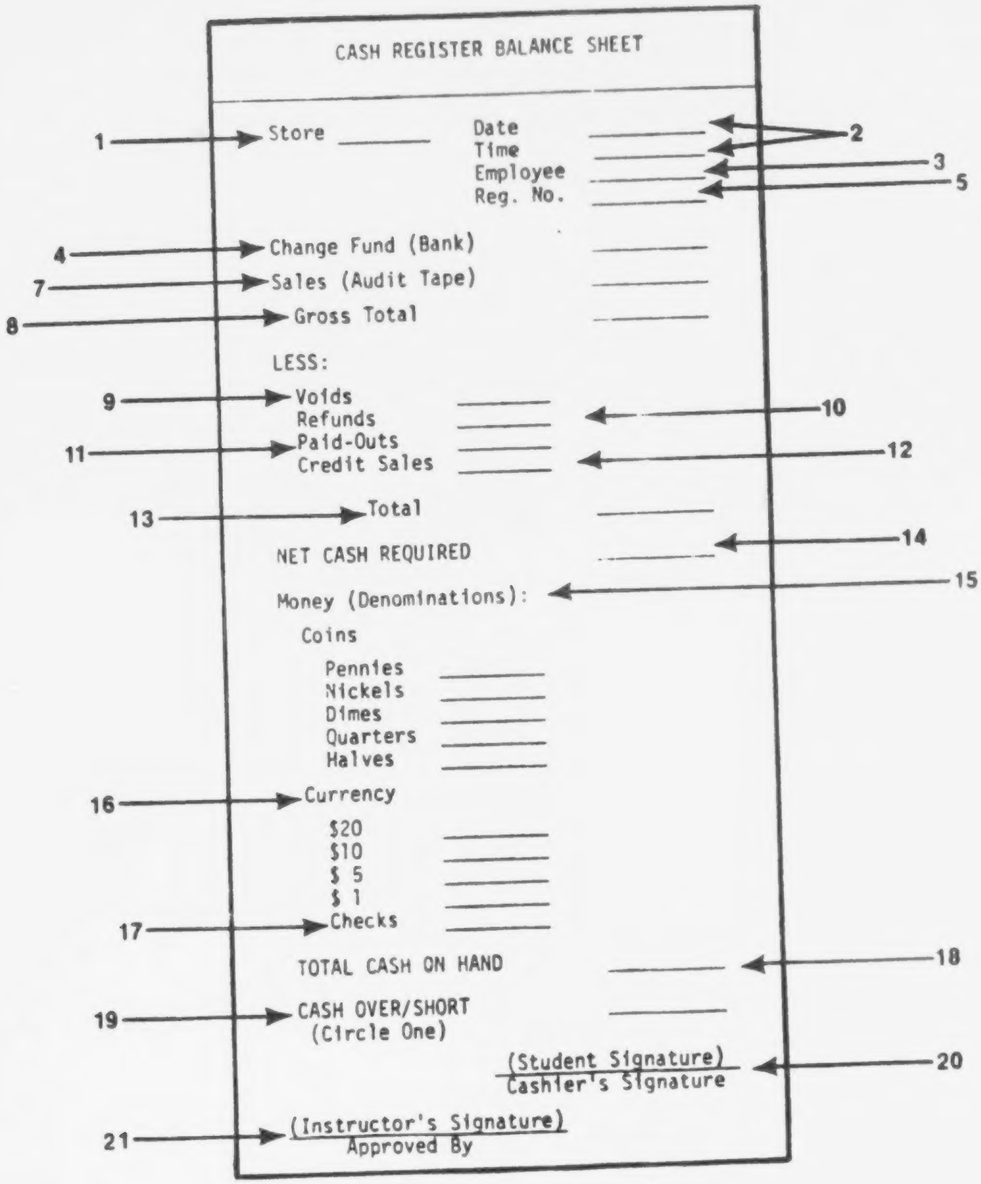
Cash Over . . . . ______________

Cashier's Name ____________________________________

Instruction Sheet II, (page 2)

Below are the steps to follow in completing a more detailed cash register balance sheet.

1. Record the store name or number if it is not printed on the balance sheet.
2. Record the date and time the register is closed out.
3. Record your employee number or initials.
4. Record amount of the change fund.
5. Record the register number.
6. Read out the register.
7. Record the total amount of sales from the detail audit tape.
8. Calculate the gross total of money handled during the day by adding the change fund and sales.
9. Record the voids.
10. Record the refunds.
11. Record the paid-outs.
12. Record the credit sales.
13. Calculate the total credit items by adding them.
14. Calculate the net cash by subtracting credit items total from gross total.
15. Record the coins by denominations.
16. Record the bills by denominations.
17. Record the total of the checks.
18. Calculate the total cash and checks by adding the two together.
19. Calculate the cash over or short by finding the difference between the Total Cash On Hand and the Net Cash Required. (If the Total Cash On Hand is more than the Net Cash Required, you are Over; if the Total Cash On Hand is less than the Net Cash Required, you are Short that amount.) Circle Over or Short.
20. Sign the cash register balance sheet.
21. Get the aurhorized signature of approval from the manager or your supervisor.



CASH REGISTER BALANCE SHEET

Store ______ Date ______
Time ______
Employee ______
Reg. No. ______

Change Fund (Bank) ______
Sales (Audit Tape) ______
Gross Total ______

LESS:
Voids ______
Refunds ______
Paid-Outs ______
Credit Sales ______

Total ______

NET CASH REQUIRED ______

Money (Denominations):
Coins
Pennies ______
Nickels ______
Dimes ______
Quarters ______
Halves ______

Currency
$20 ______
$10 ______
$ 5 ______
$ 1 ______
Checks ______

TOTAL CASH ON HAND ______

CASH OVER/SHORT ______
(Circle One)

(Student Signature)
Cashier's Signature

(Instructor's Signature)
Approved By

Instructor's Final Checklist

COMPLETING THE CASH REGISTER BALANCE SHEET

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In completing a cash register balance sheet, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Recorded store name	☐	☐	☐
2. Recorded date and time register is closed out	☐	☐	☐
3. Recorded employee number or initials	☐	☐	☐
4. Recorded register number	☐	☐	☐
5. Recorded change fund	☐	☐	☐
6. Read the register by using the Read Key along with the department and transaction keys	☐	☐	☐
7. Recorded amount of sales from audit tape	☐	☐	☐
8. Calculated gross total	☐	☐	☐
9. Recorded voids, refunds, paid-outs, and credit sales	☐	☐	☐
10. Calculated subtotal of voids, refunds, paid-outs and credit sales	☐	☐	☐
11. Calculated net cash	☐	☐	☐
12. Recorded total amount of bills	☐	☐	☐
13. Recorded total amount of coins	☐	☐	☐
14. Recorded total amount of checks	☐	☐	☐
15. Calculated total of cash on hand	☐	☐	☐
16. Recorded shortage or overage	☐	☐	☐
17. Signed the form	☐	☐	☐
18. Obtained instructor's approval	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, COMPLETING THE CASH REGISTER BALANCE SHEET.

Your instructor will provide information to prepare a Cash Register Balance Sheet. Balance the cash drawer against the register reading.

Agribusiness Supplies and Services

CHECK RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS

INTRODUCTION

After a shipment of merchandise has been received and checked in at the warehouse or receiving area, the merchandise containers are opened. In a small business, this could just include opening mailed packages or packages from a delivery service and putting the merchandise up. In a larger business, checking in merchandise could include a truckload or more of merchandise received. The merchandise received is checked against the invoice and/or purchase order to determine that each item was ordered, that each is the quantity and quality ordered, and that each has not been damaged. In this module, you will learn how to check in individual items of merchandise against an invoice.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a shipment of merchandise and a shipping invoice, check in items of merchandise. The recorded information should be accurate and all notes concerning visable damage should appear on the invoice.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, CHECKING IN ITEMS OF MERCHANDISE.
2. READ Instruction Sheet I, READING AN INVOICE.
3. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, THE INVOICE.
4. READ Instruction Sheet II, CHECKING IN ITEMS OF MERCHANDISE,
   (or)____
5. LISTEN and OBSERVE your instructor discuss and demonstrate how to check in items of merchandise.
6. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, CHECKING IN MERCHANDISE.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Student Self-Check I

CHECKING IN ITEMS OF MERCHANDISE

Directions: Read the following statements and on a separate sheet of paper place a check (✓) by the number of the statements which describe what you do when checking in items of merchandise. When you have finished, check your answers according to the procedures established by your instructor.

1. Compare the purchase order to the invoice or the packing slip to determine that what was ordered was shipped.
2. Open the packages and count the merchandise using the stock numbers or catalog numbers, colors, sizes, material, and patterns that are on the original purchase order. Note any discrepancy.
3. Remove, sort, and classify merchandise by stock number.
4. Inspect each item of merchandise to determine that it has not been damaged.
5. Note each observed discrepancy on the business' report of shipment discrepancy form or on the invoice used for checking in the shipment.
6. Discuss shipment discrepancies with the department supervisor or manager.
7. Always check address on shipment to make sure that the order was intended for your business.
8. Check the invoice for back orders or out of stock items.

Instruction Sheet I

THE INVOICE*

As an employee, you will often be required to check in deliveries of merchandise.

You will be given an invoice which will usually contain the following information. (See illustration on following page.)

1. Name and address of the company sending merchandise
2. Name of the company or store receiving the merchandise
3. Invoice number
4. Date
5. Number of each item ordered by business
6. Stock number of the item
7. Description of the item, such as:

   15/16" drill bit
   unlined cowhide gloves
   ball peen hammer
   Swedish bow saw

8. Number of each item shipped
9. Cost of each item to the store
10. Total cost of each item shipped (may not be filled in)
11. Space for signature of person checking in the merchandise
12. Date received
13. Total store cost for merchandise shipped

When you are checking in the deliveries of merchandise, you should check: (5) quantity ordered; (6) stock number of the item; (7) description of the item; (8) quantity shipped; and the quantity actually received by the store (number of each item which is counted by you).

*Adapted from the following publications: Retailing, "Checking in individual items of merchandise," Module R-12; Cashier-Checker, "Receiving merchandise," Module CC-16, Objective 35; and Practical Arts Marketing, "Checking in merchandise," Task Assignment Sheet PA-MD-14. The Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education, Frankfort, Kentucky.

Instruction Sheet I, (page 2)

INVOICE

T & B Farm Implement, Inc.
3046 Farm Dr.
Farmersville, KY
20001

2. SOLD TO:

3. INVOICE NO:

4. DATE:

DATE RECEIVED:

DATE SHIPPED:

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
5.	6.	7.	8.	9.	10.

11. Received by:

12. Date:

Invoice Total
13.

Student Self-Check II

THE INVOICE

Directions: Look at the shipping invoice below and on a separate sheet of paper check (✓) the lines that you will be primarily concerned with when checking in items of merchandise. Check to see if your answers are correct according to the procedure established by your instructor.

INVOICE

1. T & B Farm Implement, Inc.

2. SOLD TO:

3. INVOICE NO:

4. DATE:

DATE RECEIVED:

DATE SHIPPED:

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
5.	6.	7.	8.	9.	10.

11. Received by:

12. Date:

Invoice Total
13.

Instruction Sheet II

CHECKING IN ITEMS OF MERCHANDISE

Checking in individual items of merchandise is a job performed by many employees of a business. This is usually the last time that an order of merchandise is checked, and therefore, a very important activity.

If the merchandise is off-loaded at a warehouse, the merchandise is first checked according to the number of packages received, name of item as indicated on the package, and stock number. Checking in individual items of merchandise is a second check which includes checking each item for quantity, quality, model, size, color, style, grade, freshness, and damage.

To check in individual items of merchandise you must:

1. Know and follow your store's check-in procedures which usually include activities similar to the following ones.
2. Group all packages for one order according to the receiving number or identification code.
3. Locate the purchase order, invoice and/or packing list for the order.
4. Safely open the packages with appropriate tools, taking extreme care to avoid damaging the contents.
5. Check to determine that the items have been properly packed and packaged.
6. Remove the merchandise from the packages and sort according to their stock numbers on the invoice/purchase order. (Some stores sort also by the department which will receive the merchandise.)
7. Read the original purchase order and compare it to the invoice/packing slip to determine that what was ordered has been received. Note and/or discuss any discrepancies with the buyer or store manager/owner.
8. Inspect each item for the appropriate following factors:
   a. number received (quantity)
   b. quality
   c. model
   d. size(s)
   e. color
   f. style
   g. grade
   h. freshness
   i. damage

   (Some stores will request their buyers to check some of the above factors.)

Instruction Sheet II, (page 2)

9. Write descriptions of any discrepancies on the invoice, the packing list, the purchase order, or on your store's discrepancy report form.

10. Write the actual number of each item received on the invoice/purchase order.

11. Sign or initial one or more of the following: invoice, purchase order, the packing list.

12. Route the merchandise to:

    a. Storage or
    b. Sales department or
    c. Marking section

13. Return the tools to the appropriate storage area.

14. Dispose of waste materials in the designated containers.

Student Self-Check III

CHECKING IN MERCHANDISE

Directions: On a separate sheet of paper, note any errors using the invoice below and the list of merchandise on the following page. Check to see if your answers are correct according to the procedure established by your instructor.

SOLD TO: ABC Ag. Program
1 First St.
Schoolton, KY

INVOICE NO: 12345

DATE: 11 June 1987

DATE RECEIVED:

DATE SHIPPED: 12 June 1987

Quantity Ordered	Stock Number	Description	Quantities Shipped	Unit Price	Extension Amount
2 lbs.	CP1N	Horse shoe nails	2 lbs.	5.00	10.00
1	A23	Horse rasp	1	7.50	7.50
2	D02	Farrier Nipper	2	51.25	102.50
6 pairs	L19	Shoes/size 00	6 pairs	2.10	12.60
2	F66A	Portable thermostat	2	24.10	48.20
2	G10B	Brooder & utility light	6	6.90	13.80
1	H00	Flock feeder	1	26.13	26.13
2	W98A	Plastic 1 qt. jar fount	2	1.05	2.10
20	K16	Plastic nest eggs	20	.45	9.00
1	P71H	Wire egg basket	1	7.00	7.00

Received by: Date:

Invoice Total

Student Self-Check III, (page 2)

Your school has received the following delivery of merchandise. Check this list of items with the invoice on the preceding page and note any errors on a separate sheet of paper.

Items	Quantities received
1. Horse shoe nails	2#
2. Horse rasp	2
3. Farrier nipper	2
4. Shoes/size 0	6 pair
5. Portable thermostat	2
6. Brooder & utility light	1
7. Flock feeder	1
8. Plastic 1 qt. jar fount	2
9. Plastic nest eggs	19
10. Wire egg basket	1

Instructor's Final Checklist

CHECK RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When checking in the individual items of merchandise, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
Grouped merchandise according to receiving number/identification code	☐	☐	☐
Gathered necessary documents	☐	☐	☐
Located and opened container marked "packing slip enclosed"	☐	☐	☐
Safely opened containers	☐	☐	☐
Checked containers for proper packing or packaging . . .	☐	☐	☐
Removed merchandise from containers	☐	☐	☐
Sorted merchandise by stock number	☐	☐	☐
Classified order	☐	☐	☐
Checked packing list/shipping invoice against original purchase order	☐	☐	☐
Checked merchandise for: quantity, quality, model, size, color, style, grade, freshness, and damage	☐	☐	☐
Wrote the number of each item received on the invoice or purchase order	☐	☐	☐
Noted any discrepancies	☐	☐	☐
Signed or initialed appropriate documents	☐	☐	☐
Routed/moved merchandise and documents to marking dept. .	☐	☐	☐
Disposed of waste	☐	☐	☐
Made note of damaged items and errors on invoice	☐	☐	☐
Discussed all discrepancies with supervisor and/or manager	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, CHECK RECEIVED MERCHANDISE AGAINST INVOICE LISTINGS.

Your instructor will provide a shipment of merchandise and a shipping invoice. Check in the items of merchandise.

Module ABSS-4.17

Agribusiness Supplies and Services

BALANCING A CHECKBOOK

INTRODUCTION

While checks are a useful tool for paying bills and keeping records, it is important to keep the checkbook balanced. Keeping the checkbook balanced allows you to know how much money you have in your account and discover any errors. In this module you will learn how to balance a checkbook.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a sample checkbook register and a bank statement, balance the checkbook and bank statement.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, BALANCING A CHECKBOOK,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, BALANCING A CHECKBOOK.
3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

BALANCING A CHECKBOOK*

Terms To Know

The following terms are used in this module. If you do not understand any of the definitions, ask your instructor to explain.

CHECK REGISTER--a stub or register sheet where you record the information about the check written or record a deposit made.

BANK STATEMENT--a report from the bank of the deposits you have made, checks you have written which have been paid by the bank, and the balance left in your account.

OUTSTANDING CHECK--a check you have written that has not cleared the bank and does not appear on your bank statement.

RECONCILEMENT--the process of bringing the bank statement and the check register into agreement.

OVERDRAWN CHECK--a check written for more money than you have available in your bank account.

CANCELED CHECK--a check you have written to a person or business that has been cashed and returned to your bank to be subtracted from your account.

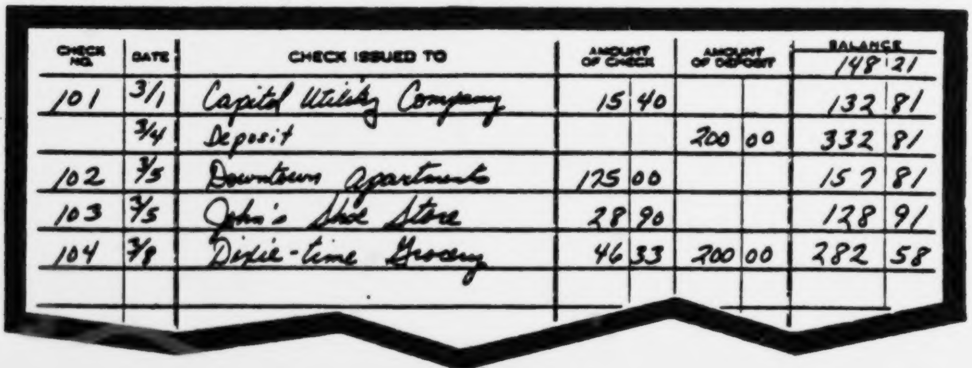
CLEARED THE BANK--has been processed by the bank.

Balancing A Checkbook Register

It is important to keep your checkbook register up to date. You must know your balance so you do not write a check for more money than you have in your account.

It is best to balance your checkbook register after each deposit or withdrawal. You need to be careful not to make any mistakes in your subtraction or addition. If you are afraid of making a mistake, check your figures with a calculator or adding machine.

The following example shows how to balance a checkbook register.



CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		AMOUNT OF DEPOSIT		BALANCE	
							148	21
101	3/1	Capitol Utility Company	15	40			132	81
	3/4	Deposit			200	00	332	81
102	3/5	Downtown Apartments	125	00			157	81
103	3/5	John's Shoe Store	28	90			128	91
104	3/8	Dixie-time Grocery	46	33	200	00	282	58

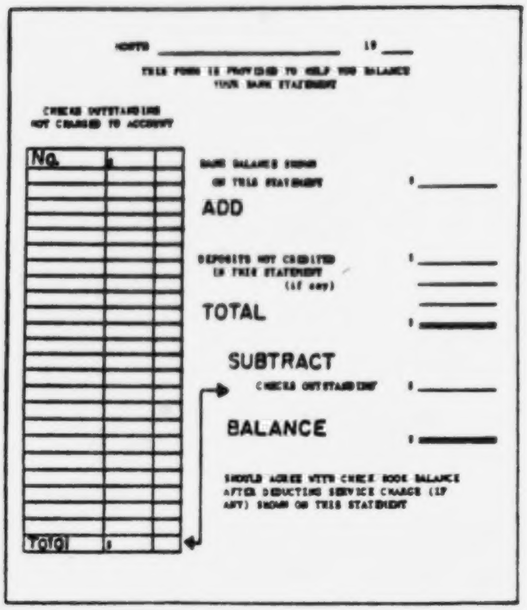
Instruction Sheet I, (page 2)

Reconciling Your Bank Statement

At regular times, usually once a month, the bank will send you a statement of your account. This is a form which has been prepared by a computer.

The statement will list all deposits added to your account and all of your checks that have cleared the bank. It also lists amounts the bank has deducted for service charges, printing checks, automatic withdrawals, and electronic withdrawals. Some banks will send your canceled checks to you with your statement.

When you receive the statement, you should compare the statement and your checkbook register to see that the balance is the same. You need to bring them into agreement to find your correct balance. This process is called "reconciling your bank statement." There is a form, similar to the one below on the back of your statement to use as a worksheet.



MONTH ________________ 19___

THIS FORM IS PROVIDED TO HELP YOU BALANCE YOUR BANK STATEMENT

CHECKS OUTSTANDING NOT CHARGED TO ACCOUNT

No.	$	
Total	$	

BANK BALANCE SHOWN ON THIS STATEMENT $______

ADD

DEPOSITS NOT CREDITED IN THIS STATEMENT (if any) $______

TOTAL $______

SUBTRACT

CHECKS OUTSTANDING $______

BALANCE $______

SHOULD AGREE WITH CHECK BOOK BALANCE AFTER DEDUCTING SERVICE CHARGE (IF ANY) SHOWN ON THIS STATEMENT

Steps in Reconciling Your Bank Statement

1. Arrange all canceled checks in numerical order.

2. Indicate on your check stub or register which checks have been canceled. Do this by placing a check mark (✓) by each check entry. (Any check that does not have a (✓) will be an outstanding check.)

3. List all outstanding checks on the worksheet in the correct column.

4. Total the outstanding checks.

5. Write the balance shown on the bank statement on the correct line.

6. List and add any deposits that are not recorded on the bank statement.

7. Subtract the total of outstanding checks. This is your CORRECTED BANK STATEMENT BALANCE.

8. Subtract from your checkbook balance any service charges which appear on the statement. These will be identified by a special symbol, such as "SC." This is your CORRECTED CHECKBOOK REGISTER BALANCE.

9. The two balances should be the same. If not, recheck your figures.

*Adapted from: Managing A Checking Account, Module MFE-7. Frankfort, KY: Kentucky Department of Education, 1983.

Student Self-Check I

BALANCING A CHECKBOOK

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. Why is it important to keep your checkbook register up-to-date?
2. When is the best time to balance your checkbook register?
3. How often does a bank usually send a statement?
4. List four items which are shown on your statement.
5. You should reconcile your bank statement with your _________ _________.
6. Checks that have not cleared the bank are called ___________.

Instructor's Final Checklist

BALANCING A CHECKBOOK

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When balancing the checkbook register and bank statement, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
Placed a mark by each check in the register or stub that had a canceled check	☐	☐	☐
Listed outstanding checks on worksheet	☐	☐	☐
Wrote the balance from the bank statement on the correct line	☐	☐	☐
Added any deposits not on the bank statement	☐	☐	☐
Subtracted the outstanding checks total	☐	☐	☐
Got the same balance on the checkbook register or stub and the bank statement	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist BALANCING A CHECKBOOK.

Your instructor will provide a sample check register and bank statement. Reconcile the two using the back of the bank statement.

Module ABSS-4.18

Agribusiness Supplies and Services

WRITING CHECKS

INTRODUCTION

One of the ways to store and use money is to keep a checking account at a bank. Writing checks is safer and more convenient than carrying cash. However, you must understand how to use a checking account or you may find yourself in trouble. In this module you will learn how to write checks.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a sample blank check, a checkbook register, and information for writing the check, write the check and balance the checkbook.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, WRITING CHECKS,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, WRITING CHECKS.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

WRITING CHECKS*

Checking Terms to Know

The following terms are used in this module. If you do not understand any of the definitions, ask your instructor to explain.

CHECK--a written order for your bank to pay someone a specific sum of money from your checking account.

SIGNATURE CARD--a card kept at the bank that shows your signature the way it will appear on the checks that you sign. If the bank has reason to suspect that someone other than you is writing checks and signing your name, they can compare the signature on the check with the one on the signature card.

CHECK REGISTER--a stub or register sheet where you record the information about the check written or record a deposit made.

PAYEE--the person or firm to whom a check is written.

OVERDRAWN CHECK--a check written for more money than you have available in your bank account.

VOID A CHECK--the proper way of marking a check that has an error so it cannot be cashed.

CANCELED CHECK--a check you have written to a person or business that has been cashed and returned to your bank to be subtracted from your account.

Opening and Using A Checking Account

Checks are a convenient way to pay bills or to pay for purchases or services, especially when you pay by mail. They are an up-to-date and accurate record of how you are spending your money. Before you can write a check, however, you must have a bank checking account with money in it.

To open a checking account, you must go to the bank. You have to sign a signature card the same way you will sign your checks. That protects you from someone else signing your name to a check and the bank cashing it with your money.

You may want to have a joint account with another person. Husbands and wives often have joint accounts so either can write a check. Both have to sign the signature card. Many banks require that a minor's account be joint with an adult.

The bank will supply you with your own checks and deposit slips. (There is a charge for these.) You should not be persuaded to choose checks with fancy designs and checkbook cover unless you are willing to pay extra for them. There will be a series of numbers across the bottom of the checks and deposit slips. Those numbers identify your bank and your own account number. The numbers are used for sorting by a computer.

Checking accounts vary from bank to bank. You need to compare the services of each bank before opening a checking account.

All checking accounts give you:
--canceled checks as proof of payment of bills.
--a record of expenditures to use in preparing income tax deductions (keep canceled checks for at least five years).
--a place to keep your money and therefore eliminate carrying excess amounts of cash.
--a way to obtain cash by issuing a check to yourself and cashing it.

You should use caution in managing your checking account. It is against the law to knowingly write a check on an account that does not have enough money to cover the amount of the check.

Writing Checks and Filling Out Check Stubs or Registers

Checks must be written correctly or they will not be accepted by the payee or the bank. You should learn the steps for writing checks and follow the same procedure each time you write a check. Otherwise, you may miss an important step.

You should first fill out the check stub or register.

Filling Out the Check Stub or Register

1. Write in the check number. Checks are numbered consecutively, and the check number and check stub must be the same. (Some check stubs are already numbered. Registers usually are not numbered.)

2. Write in the date the check is written.

3. Fill in the name of the person or the business to whom the check is written. (You may also want to record what the check is for.)

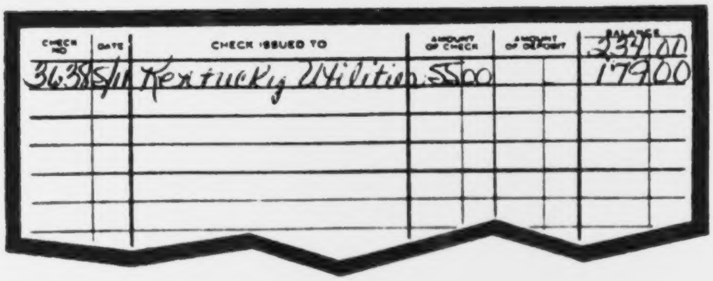
4. Write in the amount of the check. (Notice the columns for recording deposits.)

5. If you are completing a stub, write down the balance from the previous stub.

6. Subtract the amount of each check (or add the amount of each deposit).

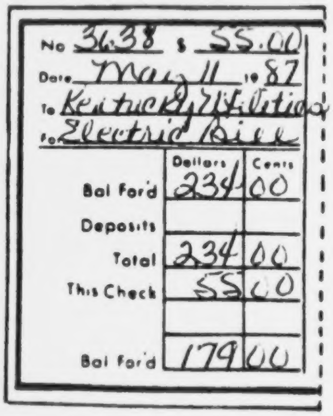
7. Write down the correct balance to carry forward.

The following are examples of a check register and a check stub.



CHECK NO	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	AMOUNT OF DEPOSIT	BALANCE
					234 00
3638	5/11	Kentucky Utilities	55 00		179 00

Check Register



No 3638 $ 55.00
Date May 11 19 87
To Kentucky Utilities
For Electric Bill

	Dollars	Cents
Bal For'd	234	00
Deposits		
Total	234	00
This Check	55	00
Bal For'd	179	00

Stub

Guidelines for Writing Checks

There are a few guidelines to remember when writing checks:

--Make sure your check stub or register is filled out before writing the check.
--Write all checks in ink so they cannot be changed.
--Write clearly so other people can read the check.
--Do not erase. Write VOID on the check if you make a mistake so it cannot be cashed.
--Start writing at the extreme left of each space and draw a line through any space not used.
--Be sure the amount in figures and spelled amount are the same.
--Do not sign a blank check. Anyone could fill in any amount they would like and cash it.

Steps in Writing A Check

In writing a check, complete the following steps in the order given. There are seven lines that should be filled in. (See the blanks on the sample check following the list of steps.)

1. Number the check if the number is not printed by the bank. (Be sure the check and stub numbers are the same.)

2. Fill in the date the check is being written.

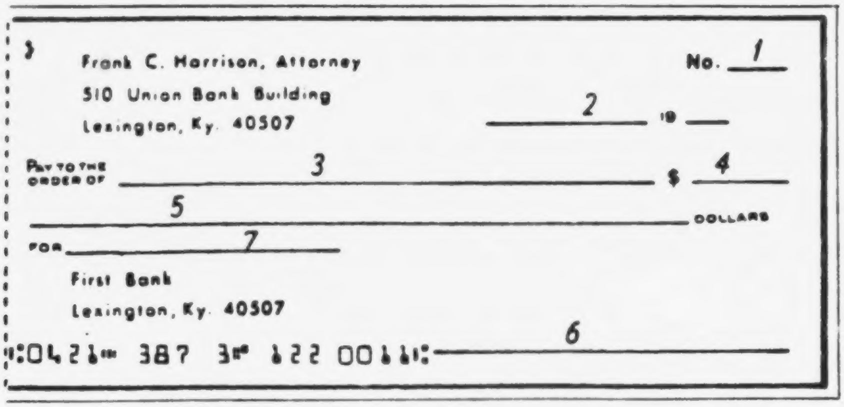
3. Write the name of the person who is to receive the check in the space after the words "Pay to the order of ______." Never leave this blank.

4. Write the amount of the check in clear figures. Begin the numbers as close to the dollar sign as possible and keep the numbers close together.

5. Spell out the amount of the check beginning at the left side. Capitalize the first letter of the first word. Write out the number of dollars. Write "and" between the dollars and cents. Write the cents as a fraction. Fill in any blank protion of the space with a wavy line or broken line.

6. Sign the check the same way you signed the signature card at the bank.

7. In the space after "For ______," write what the check is being written to pay.



Frank C. Harrison, Attorney
510 Union Bank Building
Lexington, Ky. 40507

No. 1

2 19__

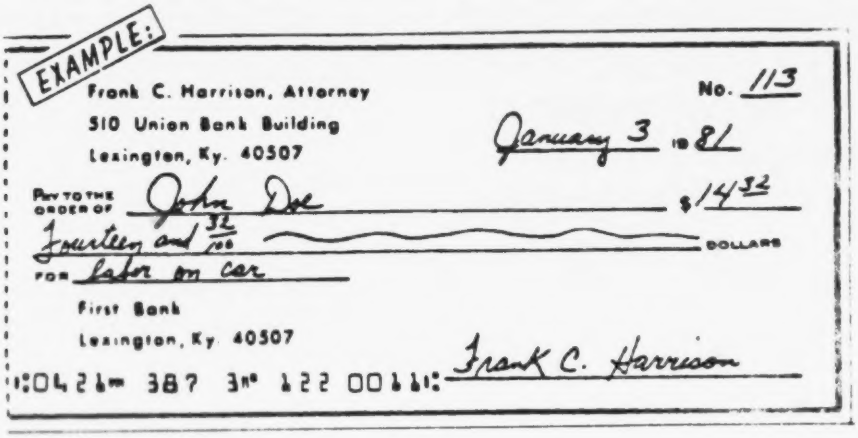
PAY TO THE ORDER OF 3 $ 4

5 DOLLARS

FOR 7

First Bank
Lexington, Ky. 40507

⑆0421⑆ 387 3⑈ 122 0011⑆ 6



EXAMPLE:

Frank C. Harrison, Attorney
510 Union Bank Building
Lexington, Ky. 40507

No. 113

January 3 19 81

PAY TO THE ORDER OF John Doe $ 14^{32}

Fourteen and $\frac{32}{100}$ DOLLARS

FOR labor on car

First Bank
Lexington, Ky. 40507

⑆0421⑆ 387 3⑈ 122 0011⑆ Frank C. Harrison

*Adapted from: Managing A Checking Account, Module MFE-7. Frankfort, KY: Kentucky Department of Education, 1982.

Student Self-Check I

WRITING CHECKS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Checks are a convenient way to pay bills.

2. (True or False) Checks are especially convenient when you pay by mail.

3. (True or False) You can open a checking account by mail.

4. (True or False) Most banks furnish checks free.

5. (True or False) The numbers at the bottom of your check identifies your bank and your account.

6. (True or False) It is O.K. to write a check as long as you intend to put money in the account soon.

7. (True or False) Canceled checks can be used as proof of payment.

8. (True or False) Write the check and then fill in the check register.

9. (True or False) Check stubs are seldom numbered but check registers are usually numbered.

10. (True or False) Write checks in pencil in case you make a mistake.

11. (True or False) If you make a mistake on a check, erase it thoroughly.

12. (True or False) Do not sign a blank check.

13. (True or False) Start writing at the left of each space.

14. (True or False) Write the amount of the check in clear figures.

15. (True or False) Sign the check the same way you signed the signature card.

Instructor's Final Checklist

WRITING CHECKS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When writing a check, the student:

a. Recorded the check in the checkbook register or stub with the following information:

	Fully Accomplished	Not Accomplished	Not Applicable
--check number	☐	☐	☐
--today's date	☐	☐	☐
--payee	☐	☐	☐
--amount of check	☐	☐	☐
--balance carried forward	☐	☐	☐

b. Wrote the check correctly by:

	Fully Accomplished	Not Accomplished	Not Applicable
--writing clearly	☐	☐	☐
--using ink for writing the check	☐	☐	☐
--starting at the extreme left side of each blank	☐	☐	☐
--writing the amount in figures and spelling the amount exactly the same	☐	☐	☐
--filling in all spaces	☐	☐	☐
--using today's date	☐	☐	☐
--writing out the number of dollars	☐	☐	☐
--writing the cents as a fraction	☐	☐	☐
--filling in blank spaces with a wavy or broken line	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, WRITING CHECKS.

Your instructor will provide a sample check register and a sample check. Complete each according to the instructions provided.

Agribusiness Supplies and Services

DEMONSTRATE THE STEPS OF SUCCESSFUL SELLING*

INTRODUCTION

As consumers we all have walked into stores and had to search for a salesperson to help us. What were your feelings about the store when this happened? Did you go ahead and select the merchandise yourself or did you feel like walking out and going to another store? The first impressions by a customer and sometimes lasting impressions are formed by the approaches or lack of approaches made by salespeople. Making a good first impression and helping your customers is up to you. To be a good salesperson to help your customers you must learn and practice the procedures of opening a sale, presenting product information, demonstrating the product, answering objectives, and closing the sale. In this module, you will learn and practice the five steps to successful selling.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVES

Provided customers and merchandise: make a sales approach to each of the customers; determine each of the customer's needs; present and demonstrate merchandise for the customers; handle each of the objections that could come up during a sales presentation or demonstration; and close the sale of the merchandise to the customer.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. LISTEN and OBSERVE your instructor discuss and demonstrate how to make customer approaches.

2. PARTICIPATE in a field trip (individual or group) to an agribusiness establishment to observe sales personnel (a) making sales approaches and (b) determining customer needs.

3. READ Instruction Sheet I, The Sales Approach, or observe a resource person opening a sale.

4. PRACTICE opening a sale using methods presented in this module. (Your instructor will provide further instructions).

5. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, Ways of Opening a Sale.

6. LISTEN and OBSERVE your instructor discuss and demonstrate how to determine customer needs or observe a resource person determining customer needs.

7. READ Instruction Sheet II, Determining Customer Needs.

8. PRACTICE determining customer needs using methods presented in this module. (Your instructor will provide further instructions).

9. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, Determining Customer Needs.

10. LISTEN and OBSERVE your instructor discuss and demonstrate how to present and demonstrate product information or observe a resource person present and demonstrate product information.

11. READ Instruction Sheet III, Presenting and Demonstrating Merchandise.

12. READ Instruction Sheet IV, Customers Want to Know and You Want to Learn.

13. PRACTICE answering questions concerning the merchandise using methods presented in this module. (Your instructor will provide further directions).

14. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, Acquiring Product Knowledge.

15. READ Instruction Sheet V, Type of Customer.

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LEARNING ACTIVITIES (page 2)

16. READ Instruction Sheet VI, Planning a Sales Presentation.
17. PRACTICE and demonstrate presenting and demonstrating product information using methods presented in this module. (Your instructor will provide further instructions).
18. CHECK YOUR KNOWLEDGE by completing Student Self-Check IV, Planning a Sales Presentation.
19. LISTEN and OBSERVE your instructor discuss and demonstrate how to handle customer objections or observe a resource person handling customer objections.
20. READ Instruction Sheet VII, Handling Customer Objections.
21. PRACTICE and DEMONSTRATE handling customer complaints using methods presented in the module. (Your instructor will provide further instructions).
22. CHECK YOUR KNOWLEDGE by completing Student Self-Check V, Handling Customer Objections.
23. LISTEN and OBSERVE your instructor discuss and demonstrate how to close a sale.
24. READ Instruction Sheet VIII, The Importance of Closing a Sale.
25. READ Instruction Sheet IX, Ways to Close Sales.
26. PRACTICE and DEMONSTRATE closing a sale using methods presented in this module. (Your instructor will provide further instructions).
27. CHECK YOUR KNOWLEDGE by completing Student Self-Check VI, Ways of Closing a Sale.
28. REVIEW steps to successful selling.
29. ARRANGE with your instructor to complete this module by going through the Check-Out Activity listed on the back cover.

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Instruction Sheet I

THE SALES APPROACH

Remember that first impressions are lasting impressions and you never get a second chance to make a good first impression. Sales personnel must put the customer at ease and make the customer feel that they can trust you.

Type of Approach:

Greeting Approach	"Good morning Mr. Massey, how are you today?"
Introductory Approach	"Hello, I'm Tom Holland, could I be of service to you?"
Product Approach	Place a product in the customer's hand and make a positive statement about the product.
Combination Greeting and Service	"Good afternoon, my name is John, may I help you?"

Never use the question "May I help you?" without first using some type of greeting or introduction.

*Adapted from the following publication: Binkley, H. R. and Byers, C. W. (1973). Core Course of Study in Agribusiness Occupations. Dept. of Vocational Education, College of Education, University of Kentucky, Lexington, Kentucky.

Student Self-Check I

WAYS OF OPENING A SALE

Directions: Using a student as a customer, practice the approaches you have written. Have your instructor observe you or videotape your role playing.

As you have seen demonstrated and observed, there are a number of ways to approach customers.

1. Greeting approach
2. Introductory approach
3. Product approach
4. Combination (Greeting and Service) approach

Instruction Sheet II

DETERMINING CUSTOMER NEEDS

Before showing your customer any merchandise, you must adequately determine his/her need. Showing the customer the merchandise he/she is interested in is important to the sales process. Determining what merchandise to show the customer can be accomplished by asking three or four questions. Several sample questions are listed below.

1. Is there something specific that interests you?
2. Is there a brand you have in mind?
3. How much do you need?
4. Do you prefer custom mix or premix?
5. Are you interested in the granular or liquid concentrate?

Each question should lead to the next question until you have an idea of what merchandise the customer needs. Once you have made this determination, show the customer the merchandise they are interested in.

Student Self-Check II

DETERMINING CUSTOMER NEEDS

Directions: Listed below are two examples of customers coming into stores looking for specific types of merchandise. Write, on a separate sheet of paper, at least three questions you would ask in each case to help determine customer's needs:

Example I:

A woman comes into your Lawn & Garden store looking for some grass seed.

Example II:

A man comes into your farm supply store looking for a lawn mower.

After writing three or four questions to be asked for the two examples, pick a student and practice determining the customer's needs by asking the student the questions. When you are ready, have your teacher evaluate your ability to determine customer's needs.

Instruction Sheet III

PRESENTING AND DEMONSTRATING THE MERCHANDISE

You have learned that the major reason for your being a salesperson is "to help customers satisfy their needs." If you are to enjoy selling merchandise, if you desire to have confidence in your selling skills, and if you are going to serve the needs of your customers, you must have knowledge of the products that you sell and the ability to relate this information to your customers. You must acquire knowledge of your products so that you can assist your customers in making wise buying decisions. When presenting and demonstrating merchandise, you must know the type of customer you are working with and the most efficient way to help them. You must learn the kinds of product information that you need to have and how you can use it to serve your customers through effective presentations and demonstrations of merchandise.

Student Self-Check III

ACQUIRING PRODUCT KNOWLEDGE

Directions: Select a consumer product, one in which you have an interest, and using a separate sheet of paper complete the following information fact sheets. Include only information that is applicable to your chosen product.

SELECTING AND ORGANIZING PRODUCT INFORMATION

PRODUCT ______________________________

CUSTOMERS WANT TO KNOW

SIZE(S) ______________________________

COLOR(S) ______________________________

WEIGHT ______________________________

MATERIAL(S) AND COMPOSITION ______________________________

____

CONSTRUCTION ______________________________

____

FINISH ______________________________

FEEL ______________________________

ODOR OR TASTE ______________________________

PACKAGING ______________________________

PRICE(S) ______________________________

BRAND NAME ______________________________

DESIGNER ______________________________

VOLUME OF SALES ______________________________

EXCLUSIVENESS ______________________________

ORIGIN ______________________________

HISTORY OR BACKGROUND ______________________________

____

AVAILABILITY ______________________________

____

ADVERTISING ______________________________

____

Student Self-Check III, (page 2)

SERVICES

DELIVERY CHARGES ____________ CHARGES ____________

INSTALLATION ____________

REPAIR ____________

SERVICING ____________

____

MONOGRAMMING AND/OR ALTERATIONS ____________

____

GUARANTEE ____________

____

REPLACEMENT ____________

____

ADDITION TO SETS (OPEN STOCK) ____________

____

HOW TO USE

OPERATE ____________

____

WEAR ____________

PREPARE ____________

ASSEMBLE ____________

EAT ____________

____

APPLY ____________

ARRANGE ____________

____

PLACE OR DISPLAY ____________

HOW TO MAINTAIN

HANDLE ____________

____

ADJUST ____________

CLEAN ____________

____

Student Self-Check III, (page 3)

STORE ____

____

REPAIR ____

____

OIL ____

____

GREASE ____

USES AND BENEFITS (CUSTOMER)

SENSORY PLEASURES ________________________________

APPEARANCE ________________________________

ODOR ________________________________

SOUND ________________________________

COMFORT:

WARMTH ________________________________

COOLNESS ________________________________

SOFTNESS ________________________________

PROTECTION TO HEALTH ________________________________

PRESTIGE ________________________________

RELAXATION ________________________________

CONTRIBUTION TO KNOWLEDGE ________________________________

____

VERSATILITY ________________________________

____

SERVICEABILITY ________________________________

____

EASE OF OPERATION ________________________________

____

SAVINGS IN COST OF OPERATION AND UPKEEP ____________________

____

LABOR SAVING FEATURES ________________________________

____

Instruction Sheet IV

CUSTOMERS WANT TO KNOW AND YOU WANT TO LEARN

You must learn everything there is to know about the products and services that you sell because the people that you serve, "your customers," may ask. You must know and be able to tell your customers answers to the following variety of questions.

1. Do you have this nail size? SIZE(s)
2. How much does this wood burning stove weigh? WEIGHT
3. I am allergic to wool. Is there any in this shirt? MATERIAL AND COMPOSITION
4. Is the car body unibody or are the fenders welded? CONSTRUCTION
5. Is this a latex or an oil-based paint? FINISH
6. I want to mail this shirt to my brother in California. Can you box it for me? PACKAGING
7. How much will this stereo cost if I buy it with two matched speakers? PRICE
8. I am looking for a Longstrom LP Gas Exploder. Do you carry them? BRAND NAME
9. My son asked me to buy him a pair of work shoes. Can you tell me which ones are the most popular with teen-agers? POPULARITY
10. I have heard so much about these new kerosene heaters. Can you tell me something about the development of this one? BACKGROUND OR HISTORY
11. Do you have the new lawnmower that we saw in the television commercial? ADVERTISING
12. What is the length of the warranty on this post hole drill? WARRANTY
13. Will your store be able to fix this tiller if I should have any problems with it? SERVICE AND REPAIR
14. Would you demonstrate for me how to run this Brush Chipper? OPERATION INSTRUCTIONS
15. Please explain to me how to mix this cement for pouring. HOW TO PREPARE
16. Can you show me how to put this bicycle together? HOW TO ASSEMBLE

Instruction Sheet IV, (page 2)

17. Please tell me how to paint with this epoxy paint. HOW TO APPLY

18. Will you show me how to reset this digital watch? HOW TO ADJUST

19. My wife requests that I buy washable work clothes. Can you tell me if these are washable? HOW TO CLEAN

20. Do I need to do anything to this lawn mower to prepare it for storage at the end of the season? HOW TO STORE

21. I have a fiberglass boat and I have recently put a hole in it. Can you tell me how to fix it? HOW TO REPAIR

22. What do I need to do to keep this gas furnace in good operating condition? HOW TO MAINTAIN

23. I have been told that some trees have an unpleasant odor. Will this gingko have such an odor? PLEASANT OR UNPLEASANT ODORS

24. How will owning this microwave oven help me personally? PERSONAL BENEFITS

The questions that you have just read are not by any means the only ones that customers will ask you to answer. These only represent the variety of questions that you will be expected to answer. You, as a professional salesperson, must be able to answer your customers' questions concerning the products sold in your store. Always remember, if you can't be of service to your customers, there are other stores in town who will welcome the opportunity to serve them.

In summary, the importance of having and being able to give the customers product information is so you will be able to serve the needs of the most important people in the world, "your customers." The kinds of questions that you will be asked will usually relate to one of these general catagories.

--Product composition
--Product appearance
--How the product is made
--How to use the product
--Price of the product
--Terms of the warranty
--Product performance
--Product repair service
--Care of the merchandise
--Price of the product
--Brand name
--Other or related items needed
--Competing products

Yes, to be a professional salesperson you must have a lot of product information.

Student Self-Check IV

PLANNING A SALES PRESENTATION

Directions: Using the following guidelines, design a sales presentation for the merchandise of your choice. Write your plan ON A SEPARATE SHEET OF PAPER.

--Name of the Merchandise

--Merchandise Information and Technology

--Benefits of the Merchandise

--Plans for Demonstrating the Merchandise

--Plans for Involving the Customer in the Sales Presentation

--Answers to Questions that the Customer May Have

--Answers to Objections that the Customer May Have

--Product Information Concerning Competing Products

When you have completed your information fact sheets and sales presentation plans, review them with your instructor.

Instruction Sheet V

TYPE OF CUSTOMER

1. The Decided Customer: These are people who know exactly what they need and want to buy.

a. Characteristics:

--They enter the store and immediately go to the displayed product or request immediate help from a salesperson.
--They usually do not need or want a lot of detail about the product.
--They may exhibit irritation if not immediately served by a salesperson.

b. How to help the decided customer:

--If this customer appears to be in a hurry, help him/her immediately, and avoid a long, planned sales presentation.
--Answer his/her questions.
--Process the sales transaction as quickly as possible.
--Be cautious about trying to sell related items of merchandise.
--Ask if he/she needs anything else.
--If the customer is not in a hurry, you may wish to ask a few questions such as:

(1) Why are you buying this product?
(2) Have you used it before?
(3) Did it satisfy your need?

By asking such questions you will acquire first-hand product knowledge.
--Suggest related items of merchandise if he/she is not in a hurry.

2. The Undecided Customer: These are the people who come into your store but they have not made up their minds as to what merchandise to buy. They may need your help in making a choice. It is your knowledge of the merchandise that will help you assist your "undecided customer."

a. Characteristics:

--They look at several items that are similar.
--They compare price tickets.
--They try on many different items such as: coats, shoes, hats, dresses, etc.
--They ask questions such as:

(1) How do you apply this?
(2) Do you think this is me?
(3) Which of these items will last longer?
(4) I have to buy a gift for my spouse, but I can't decide which one of these items to buy.
(5) I am going to have to replace my toaster in the near future but I am not certain what kind I will want to buy.

b. How to help the undecided customer:

- --Listen carefully to what each customer says. Try not to interrupt as he/she tells you what merchandise is needed.
- --After you have carefully listened to your customer express his/her needs, make an effort to show merchandise that will satisfy the needs.
- --Avoid presenting the same product information to each customer. By carefully listening to your customer express his/her personal needs, you will be able to determine what kind of product information is needed, the acceptable price range, and the appropriate merchandise.
- --Always make an effort to show your customer how the merchandise will benefit him/her. Carefully tell your customer how the merchandise that you have will assist and satisfy the expressed needs.
- --Always encourage the "undecided customer" to buy. Even though you may give your customer a sufficient amount of product information, you may explain the benefits of your merchandise, and you may tell and show how the merchandise will satisfy the needs, still the customer will say, "Well, I think I will wait awhile before buying." Don't be discouraged. If you have been courteous and if you have helped the customer satisfy future needs, he/she will, in many cases, return and ask for your help again.

3. The Looking Customer: These are people who come into your store just to see what is on the sales floor. These people generally are not looking for any specific merchandise; however, if they are looking, they are potential buyers.

How to serve the looking customer:

a. Greet the "looking customer" as you do all people who come into the store and the department.

b. When the customer tells you that he/she is "just looking," you say to them:

- --"While you are looking you may wish to see the merchandise that has just been put on special sale. These shoes are on the table over by the entrance. If I can help you, please let me know."
- --"I appreciate it that you dropped in to look at the merchandise in our department. If I can help you, please let me know."
- --"Please look around. We have just received our new spring merchandise and I will be stocking it. You may wish to look at it."
- --"Here's a copy of our spring sales catalog. You may wish to look at it as you look around."
- --"Do you have anything in mind that I can help you find?" If the customer clearly informs you that he/she does not need assistance, politely excuse yourself by saying, "Please call me if I can help." Move away, and do not continue to try to open a sales presentation.

Instruction Sheet VI

PLANNING A SALES PRESENTATION

You have learned the importance of acquiring product information, you have the ability to make good sales approaches, you know how to classify your customers as either "decided," "undecided," and "lookers." You are now ready to learn how to plan sales presentations. By planning your sales presentations, you will be able to avoid many of the errors that lead to no sales.

The following guidelines will assist you in planning your sales presentations. But do remember each customer has needs that are distinctive. Therefore, your presentations must be designed to help you assist each of your customers and satisfy his/her specific needs.

Guidelines for Planning Sales Presentations

1. When do you open the sales presentation?

   a. Begin your sales presentation when the customer:

   --Orally seeks product information; for example:

   (1) Do you have this town and country cart in other colors?
   (2) What does the warranty on this lawn mower cover?
   (3) Do you have a centrifugal sprayer pump in stock?
   (4) Is this pair of pants washable?

   --Requests the price of an article of merchandise
   --Examines merchandise
   --Reads merchandise labels, hang tags, or price tickets
   --Requests your assistance in selecting an item of merchandise

2. How do you begin a sales presentation?

   a. Make an effort to determine the customer's specific needs by asking questions.

   --What color are you interested in?
   --That boot is one of the best selections in the store. What size do you wear?
   --This ovulation detector is very efficient. How large is your dairy herd?

   b. Listen carefully as your customer talks to you. He/she will reveal specific needs. However, if you constantly interrupt, you will not only irritate him/her but you will also not hear the specific needs.

   The foundation of your sales presentation must be your customer's specific needs.

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3. Maintain an open, two-way line of communication throughout the sales presentation.

   a. Ask questions then listen carefully to the answers; for example:

      --This model is available in white, copper, and chrome. Which do you prefer? (Listen for your customer's answer before proceeding).
      --Don't you think this new feature adds to the usefulness of this tractor? (Listen for your customer's reply).

   b. Often the "undecided" and the "looking" customer will sell themselves during the sales presentation, if only you will listen as they discuss their needs.

      --By listening you will also be able to determine the real needs of the customer.
      --By not listening you can lose clues to your customer's expressions of real needs.
      --By listening you will pick up clues for related merchandise sales.
      --By not listening you can lose sales.
      --By listening you can develop a following of customers who will return to you for solving many of their future merchandise problems.

4. Involve your customer by bringing him/her into the sales presentation by keeping the lines of communication open, for example:

   a. Ask your customer to become involved by appealing to the customer's five senses whenever possible, for example:

      --"Sir, the controls of the lawn mower are located here." "Won't you try them?"
      --"Mrs. Allison, please try these new attachments." "Our demonstration is set up for you to see just how much time you can save with these new vacuum accessories."
      --"To adjust these binoculars you need only to push this lever right or left as I have done. Here, give it a try."

Instruction Sheet VII

HANDLING OBJECTIONS

Selling is the process of one person trying to help another person select and buy items of merchandise or services that will satisfy a need. During the selling process, when the customer feels that the item of merchandise or service being sold will not satisfy a need he/she will voice an objection. These objections must be handled by the salesperson. Customer objections should be welcomed by the salesperson. The customer's objection(s) give salespersons an opportunity to use selling points which will convince the customer to buy.

Customers may raise objections by a sincere objection or an excuse.

1. A sincere objection may involve the buying decisions of color, cost, size, time, need, etc. The following methods will assist you in meeting customers' objections:

   --Turning objections into selling points. You take the customer's objection and turn it into a selling point.

   --Agreeing with the customer and presenting another angle. This method indicates that you agree with the customer's objection but interpret the objection in another way.

   --Requesting the customer to explain his objection. You ask the customer to explain each objection. The customer will often answer his/her own objection as he/she attempts to explain the objection.

   --Admitting the objection and giving a superior point. You agree with the customer's objection but at the same you point out advantages of the product which more than offset the disadvantages.

   --Asking a question that overcomes the customer's objection. The customer answers his/her own objection when giving the answer to your question.

2. An excuse is the evasion of the real objection(s) by customers. The customer may be proud or timid, or they may want you to give them some good reasons for buying the product. A salesperson does not ignore excuses but treats the customer courteously and tries to find the real objection. One method used by salespersons is to follow each customer's excuse with a question concerning a buying decision (price, source, etc.) to find the true objection.

Your success in using these methods of meeting customers' objections will depend on your judgment as to when to use them, your attitude toward your customer, and your skill in performing them.

Student Self-Check V

HANDLING CUSTOMER OBJECTIONS

Directions: On a separate sheet of paper, answer the following questions concerning customers' sales objections.

1. (True or False) Customers' objections to buying are usually based on (1) need, (2) the product, (3) price, (4) place, and (5) time.

2. (True or False) Customers may avoid telling you their real reason for not buying an item of merchandise or service.

3. List the letter by the actions you would perform to handle customers' sales objections.

   I would:

   ______ a. Listen closely to the objection.

   ______ b. Interrupt immediately when the customer begins to voice an objection.

   ______ c. Try to clarify each objection and give the customer an honest answer.

   ______ d. Try to clarify and find the real objection, if the objection voiced by the customer does not seem to be the real one.

   ______ e. Avoid trying to force him/her to buy, if the customer's objections are so strong that he/she cannot be convinced to buy.

   ______ f. Avoid arguing with the customer.

   ______ g. Answer each objection as it is presented by the customer.

   ______ h. Study my merchandise carefully and make an effort to find answers to the objections that may arise.

   ______ i. Study my merchandise carefully and answer anticipated customer objections during the sales presentation and demonstration.

   ______ j. Handle each customer's objection honestly; answer each question to the best of my ability; always remember that if I do maintain self-control, that the customer's goodwill will be kept, and even though I may lose one sale, he/she may return in the future.

Instruction Sheet VIII

THE IMPORTANCE OF CLOSING A SALE

In previous modules, you have learned how to approach customers, how to open a sale, how to present and demonstrate merchandise, and how to answer customer objections. You are now ready to acquire the knowledge and skill necessary to perform the last, and perhaps the most important, step of a sale which is how to close a sale.

Just how important is this final step? As a salesperson you may make your finest approach to a customer, open the sales in fine fashion, present product knowledge and an excellent demonstration of the merchandise's benefits; however when closing the sale, your customer for some reason that you can't understand did not purchase the merchandise. You will not, by any means, close each of the sales that you begin; however, there are some guidelines which will help you recognize when your customer is ready to purchase the merchandise. By knowing these guidelines, you will be more successful in helping your customer satisfy his/her needs and in closing your sales of merchandise.

Let's review what you have learned about the kinds of customers that you may have. Remember the "decided" or "hurried" customer? This person usually does not want a lot of product information nor a time consuming demonstration. He/she wants to buy immediately and be on their way. Therefore, you want to close the sale to this kind of customer quickly and accurately. You can recognize this kind of customer in the following ways.

A. Listening to what they say:

--"I am in a hurry. Please ring this up for me."

--"Will you help me. I must get to another appointment."

--"I only have an hour for lunch."

--"Here, check me out."

B. Observing their movements. The hurried or decided customer may:

--Tap fingers on the counter.

--Shift from one foot to the other.

--Have wallet, purse, or money out ready to pay.

--Have credit card in hand.

Instruction Sheet VIII, (page 2)

Now, the "undecided" customer will let you know when to close a sale by saying:

1. "You know, I believe you're right. This is the item I need."
2. "I think I'll take this one."
3. "Do you deliver?"
4. "This is such a bargain."
5. "Can you have it installed for me?"
6. "Do you have a lay-away charge service?"
7. "If I buy this item, will your store keep an open-stock?"
8. "Can you have it packaged for mailing?"
9. "After comparing the three that you have shown me, I think this one suits me."
10. "When can you have it delivered?"

The "just looking" customer will express their readiness to buy in much the same manner as the "undecided" customer. It is very important that you be a good listener because you may miss a clue given by the customer to close the sale if you are constantly talking and you fail to maintain two-way communication.

Are there other ways to close a sale? Definitely yes, you can ask the customer such questions as:

1. "Which of the pair of shoes do you prefer?"
2. "May I have it delivered?"
3. "Does it meet your needs?"
4. "Will this purchase be cash or charge?"
5. "Do you think that this item will satisfy your need?"
6. "I will be happy to package your merchandise."
7. "Do you know that we offer convenient charge accounts?"

Instruction Sheet IX

WAYS TO CLOSE SALES

If you have made an appropriate approach to your customer, opened the sale with little difficulty, presented and demonstrated the merchandise to the satisfaction of your customer, and your customer has a definite need for the merchandise, you will be able to close the sale without any difficulty. Your customer will often close the sale by simply saying:

"You're absolutely right. This one will fill the bill for me."

"You've convinced me. I'll take it."

"I believe this one will do it. Will you please charge it to my account. Here's my credit card."

"You have shown me three of the items. I like this one. I believe you said that it is $124.95. Is this correct?"

What should you do when you hear the customer ask for the "natural" close?

1. Immediately stop your sales presentation and demonstration.
2. Ask your customer if they have any further questions.
3. Begin to process the sales transaction by completing the forms that are necessary for recording the sale.

Some other ways to close a sale are:

A. The Last Chance To Buy Close

If you honestly know that the item of merchandise will be sold and it is one of the last ones in the store you can use the Last Chance To Buy Close. Also, if you feel that the item will satisfy the customer's need, then this close can be used. You can use this close when the customer says, "I do like the merchandise, but I think that I should go home and consider buying it later." You can say, "this item of merchandise has been a very popular seller and we only have this one and one other in stock. It may not be here much longer." This close must not be used dishonestly nor should it be used as a normal routine in your sales closures.

B. The Lay-Away or Credit Close

If your customer should say, "I do like this item of merchandise but wasn't expecting to pay this much for it," you can reply by saying, "We do have a convenient lay-away credit plan and you would not have to make full payment for the item today. Would you consider this plan?" To use this close your store must, of course, have a lay-away credit plan. You can also suggest to your customer that your store does have a convenient charge account service.

Instruction Sheet IX, (page 2)

In summary, there are many different kinds of sales closes. However, if you have:

--Made a positive approach

--Opened the sale with a friendly, positive attitude

--Listened to your customer express his/her needs

--Made a serious commitment in helping the customer satisfy expressed needs

--Presented and demonstrated the merchandise accurately

--Answered the customer's questions accurately and honestly

--Involved the customer in the presentation and demonstration

--Maintained two-way communication throughout the sale

--Listened for an opportunity to close the sale

you will be successful in closing sales, and be proud to have helped a customer purchase an item of merchandise that will satisfy his/her personal needs. Do remember you will not close each and every sale. Do, however, maintain a positive attitude. The people you do not sell today may be your buyers tomorrow. The people who say "I'll think it over," "Maybe I'll come back tomorrow," "I like it, but I just can't afford it right now," may return in the future to buy the merchandise.

Student Self-Check VI

WAYS OF CLOSING A SALE

Directions: As you have learned, there are a number of ways to close a sale. Write, using a separate sheet of paper, an effective closing for each of the following:

1. Natural close

2. Last chance to buy close

3. Lay-away or credit close

Using a student as a customer, practice the closes you have written. Have your instructor observe your role playing.

Instructor's Final Checklist

SUCCESSFUL SELLING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
A. Opening the Sale			
1. When opening the sale, the student:			
a. Put the customer at ease	☐	☐	☐
b. Focus attention on the needs of the customer	☐	☐	☐
c. Gain the confidence of the customer	☐	☐	☐
d. Determine the type of customer to be served to	☐	☐	☐
e. Establish a positive opening for the sales presentation	☐	☐	☐
f. Focus the customer's attention to the merchandise	☐	☐	☐
2. Each sales approach gained the customer's attention	☐	☐	☐
B. Determining Customer Needs			
1. Involved the customer as the information was being presented	☐	☐	☐
2. Maintained two-way communication between self and customer	☐	☐	☐
3. Demonstrated a genuine interest in customer's needs	☐	☐	☐
4. Permitted customer to stop the conversation	☐	☐	☐
C. Presenting and Demonstrating the Merchandise			
1. Appearance was appropriate	☐	☐	☐
2. Presentation			
a. Was clear	☐	☐	☐
b. Included customer benefits	☐	☐	☐
c. Permitted customer an opportunity to talk and ask questions	☐	☐	☐
d. Was neither too fast nor too slow	☐	☐	☐

Instructor's Final Checklist, (page 2)

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
3. Voice			
a. Volume was within normal speaking range	☐	☐	☐
b. Clear	☐	☐	☐
c. Tone varied	☐	☐	☐
4. Presented factual information concerning the product's features	☐	☐	☐
5. Used the merchandise to highlight the information being given to the customer	☐	☐	☐
D. Handling Customer Complaints			
1. Listened to each objection attentively	☐	☐	☐
2. Clarified the objection	☐	☐	☐
3. Answered each objection when it was voiced and did not try to avoid it	☐	☐	☐
4. Demonstrated knowledge of the product	☐	☐	☐
5. Avoided trying to force the customer to buy	☐	☐	☐
E. Closing the Sale			
1. Asked the customer for a buying decision	☐	☐	☐
2. Timed the close when the customer was in a positive, buying frame of mind	☐	☐	☐
3. Made a positive close	☐	☐	☐
4. Made a close that was helpful to the customer and not one that was pressing him/her to buy	☐	☐	☐
5. Made a close that would help them sell merchandise.	☐	☐	☐
6. Accurately completed the sales ticket	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, SUCCESSFUL SELLING.

Your instructor will provide a test about understanding and applying the basic requirements for successful selling. Complete the test.

Agribusiness Supplies and Services

ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING

INTRODUCTION

Planning and organizing a facility for effective merchandising is very important to the success of an agricultural supply business. An orderly arrangement of merchandise makes efficient use of floor space, saves employees time, and permits customers to study the merchandise. In this module, you will learn how to plan and organize a facility for effective merchandising.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Draw a plan to organize a facility for effective merchandising which meets the criteria in the Instructor's Final Checklist.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING,

   (or)____

2. PARTICIPATE in a field trip (individual or group) to visit an agricultural-supply business to observe the type of merchandise carried, the flow of traffic, and location of various merchandise.

   (or)____

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING.

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING*

The layout or interior of a store consists of various parts. The organization of these various parts, such as: displays, storage, cash registers, etc. contributes to effective merchandising.

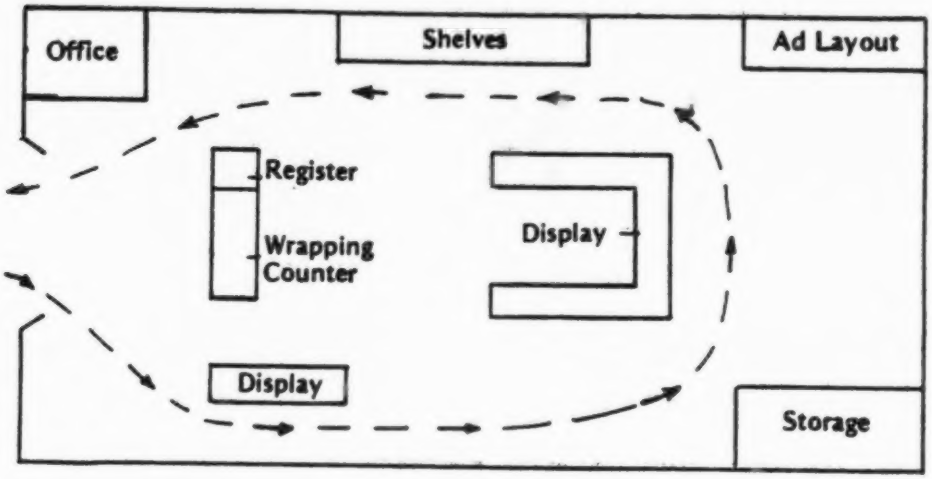
Planning a store layout the following guidelines need to be considered:

1. Plan for storage of merchandise.
2. Plan for display of merchandise which will lead customers past many displays.
3. Provide a check-out counter where the cash register or cash drawer is located.
4. Provide for a wrapping counter.
5. Plan for office space.
6. Provide space for ad layout.
7. Plan the arrangement so that traffic can move in a circular pattern.
8. Place related merchandise near each other.

*Adapted from the following publication: Practical Arts, Marketing and Distribution Occupations, "Task: Planning Store Layout." The Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education, Frankfort, Kentucky 40601.

Instruction Sheet I, (page 2)

Study the sketch of a store layout below.


Office
Shelves
Ad Layout
Register
Wrapping Counter
Display
Display
Storage

Student Self-Check I

ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING

Directions: Draw a rough sketch of a layout that is suitable for your school store. Check to see if your sketch is correct according to the procedure established by your instructor.

Your sketch of a store layout may or may not resemble the previous sketch. However, it must follow the suggested guidelines.

Instructor's Final Checklist

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The store layout plan included:	Fully Accomplished	Not Accomplished	Not Applicable
1. Storage space	☐	☐	☐
2. Display counters and/or shelves	☐	☐	☐
3. A check-out counter	☐	☐	☐
4. A wrapping counter	☐	☐	☐
5. Office space	☐	☐	☐
6. Ad layout space	☐	☐	☐
7. An arrangement that permitted traffic to move in a circular path	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, ORGANIZE A FACILITY FOR EFFECTIVE MERCHANDISING.

Your instructor will provide you with a rough sketch of a store layout. Make a neat drawing of the store layout making corrections as necessary to meet the established guidelines.

Agribusiness Supplies and Services

DEVELOP DISPLAYS*

INTRODUCTION

An important form of sales promotion used by agribusinesses is a visual display. An agribusiness supply and service store is a building which contains merchandise that is offered to help customers satisfy their needs and wants. Employees are expected to set up merchandise displays that will attract the attention of customers and assist in selling merchandise. In this module, you will learn how to set up displays that will attract the attention of customers, show customers merchandise that will satisfy their needs, and aid in selling merchandise.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Develop a written plan and set up a display which meets the criteria in the Instructor's Final Checklist.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, PURPOSES OF DISPLAYS,
   (or)____

2. READ Instruction Sheet II, PRINCIPLES OF DISPLAY DESIGN,
   (or)____

3. LISTEN and OBSERVE as your instructor discusses the purposes of displays.

4. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, DEVELOP DISPLAYS.

5. READ Instruction Sheet III, STEPS IN PLANNING A DISPLAY,
   (or)____

6. LISTEN and OBSERVE as your instructor discusses and demonstrates how to plan an effective display.

7. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, PLANNING A DISPLAY.

8. READ Instruction Sheet IV, SETTING UP A DISPLAY,
   (or)____

9. LISTEN and OBSERVE as your instructor discusses and demonstrates how to set up displays.

10. PRACTICE planning and setting up displays in the laboratory.

11. ARRANGE with your instructor to complete this module by going through the Check-Out Activity.

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Instruction Sheet I

PURPOSES OF DISPLAYS*

One of the most effective advertising tools available to retailers is the display. It is often said that the first impression is the lasting impression. If this is true, the display is of prime importance to its merchant.

The following is a list of purposes for a display.

--to sell merchandise
--to show how merchandise is used
--to feature special occasion merchandise
--to create and reflect the store's image
--to show new merchandise
--to increase the sale of impulse items
--to build goodwill
--to show related merchandise
--to create customer interest and desire

*Adapted from the following publications: Marketing and Distribution (Phase 1), 1983. The Kentucky Department of Education, Jefferson County, Covington Independent and Hopkins County School Districts. Agricultural Lesson Plans-Sales, (undated). Department of Agricultural Education, Southern Illinois University at Carbondale.

Instruction Sheet II

PRINCIPLES OF DISPLAY DESIGN

When setting up a display, it is important that you understand the principles of design. The following principles should be observed:

1. Balance - This term refers to the optical weight of merchandise. Optical weight refers to whether the merchandise looks heavy or light. Size, color, and shape of an item give an impression of weight.
2. Harmony - The blending together of related items of merchandise. Line, color, weight, texture, size, and shape determine whether the merchandise blends together.
3. Contrast - The differences in merchandise which is being compared. Size, shape, and color call attention to the differences seen by the customer. Sharp contrasts may confuse the customer and may confuse the purpose of the display.
4. Emphasis - Directing the customer's attention to key items. Emphasis should not be placed on more than three items, and usually it is better to place emphasis on only one item. Color, weight, line, size, texture, and shape can be used to create emphasis.
5. Proportion - A pleasing relationship between the shape and size of the merchandise and the display space.
6. Texture - This refers to the look or feel of merchandise. Texture helps to produce contrast and makes an interesting setting for the merchandise.
7. Shape - This refers to the visible characteristics of the merchandise. Examples of shape are round, square, rectangle, triangle, etc.
8. Shade - This refers to the name, the lightness or darkness, and the brightness of a color.
9. Unity - This refers to making a single impression. Unity requires that every element be related to every other element and to the whole design of the display in order to produce a single effect. You should arrange the merchandise so that the customer's eyes move naturally from one item to another item.
10. Repetition - This refers to the reappearance of the same elements of design. Repetition can effectively be used to highlight merchandise.
11. Dominance - This refers to placing emphasis on a particular item of merchandise. Size and color can help to create dominance.
12. Rhythm - The feeling of movement. Rhythm is achieved in a display by placing merchandise close together and other merchandise far apart or by placing merchandise at different heights.

Student Self-Check I

PRINCIPLES OF DISPLAY DESIGN

Directions: Match the term to the definition. Write your answers on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

A. balance
B. harmony
C. contrast
D. emphasis
E. proportion
F. texture
G. shape
H. shade
I. unity
J. repetition
K. dominance
L. rhythm

1. Placing emphasis on a particular item of merchandise.

2. The optical weight of merchandise.

3. Making a single impression.

4. Differences seen in merchandise which is being compared.

5. Pleasing relationship between the shape and size of the merchandise and display space.

6. The lightness/brightness or darkness of the merchandise

7. The blending together of related items of merchandise.

8. The feeling of movement.

9. The look or feel of merchandise.

10. Directing the customer's attention to key items.

11. The visible characteristics of the merchandise.

12. Reappearance of the same elements of design.

Student Self-Check II

PLANNING A DISPLAY

Directions: Your instructor will give you an item(s) of merchandise that could effectively be used in a display. Using a separate sheet of paper, write a plan that you could follow in setting up this display. When you have finished, check your plan according to the procedure established by your instructor.

Display Planning Form

Purpose or Theme: ______________________________

Merchandise: ______________ ______________

Related Merchandise: ______________ ______________

______________ ______________

Props: ______________ ______________

______________ ______________

______________ ______________

______________ ______________

Tools: ______________________________

____

Copy for show cards, price cards: ______________________________

____

Sketch of how the display will look:

Instruction Sheet III

STEPS IN PLANNING A DISPLAY

The following guidelines will help you learn how to plan an effective display. As you plan your display, include the following:

1. Plan your display based on a central theme or idea:

   --Holidays: Christmas
   Easter
   Father's Day
   Mother's Day
   --Seasons: Spring
   Summer
   Fall
   Winter
   --New merchandise
   --Related items
   --Special sale items

2. When making plans, consider the following:

   --Select merchandise which reflects your central theme or idea
   --Select merchandise which will fit in the allotted space without being overcrowded
   --Select merchandise which will be interesting to customers
   --Select small items, colorful items, and impulse items to display at eye level.

3. Plan your display colors to:

   --Attract attention
   --Establish moods
   --Fit the theme

4. Obtain pleasing color arrangement by:

   --Grouping various colored items together
   --Not overstocking one color of an item
   --Not grouping several items together if they are the same color

5. Incorporate the following principals of design into your plan:

   --Shape
   --Balance
   --Rhythm
   --Harmony
   --Repetition
   --Unity
   --Emphasis
   --Proportion
   --Texture
   --Color
   --Dominance

Instruction Sheet III, (page 2)

6. The display may consist of the following:

   --Mass display of a single article
   --A single article
   --A line of merchandise
   --Production process
   --Unrelated goods

7. List the tools and materials which you will need to build the display, such as:

   --Hand tools
   --Props and fixtures
   --Merchandise to be displayed
   --Show cards and price cards

8. Draw a sketch of your design to include:

   --Props and fixtures
   --Merchandise as it will be displayed
   --Show cards and price cards

Instruction Sheet IV

SETTING UP A DISPLAY

When you are setting up a display, you want to follow a plan that will attract the attention of customers, maintain the image of the store, show merchandise at its best, and sell merchandise. The following guidelines will help you set up displays.

You have already learned how to design plans for displays. Using your written plan:

1. Letter your show cards and/or price cards.

2. Assemble all of the materials that you will need for setting up the display.

   --Tools
   --Props
   --Merchandise
   --Accessories
   --Show and/or price cards
   --Your sketch
   --Cleaning tools and materials

3. Thoroughly clean the display area.

4. Set up all displays so that no hazards exist.

   --Do not overload glass counter tops
   --Avoid setting up displays with sharp edges or pointed corners
   --Avoid placing displays too close to the edge of counters where they may be knocked off

5. Avoid placing displays where they will block the view of sales clerks and hinder check-out procedures.

6. Using your sketch, set the display props into position.

7. Price mark the merchandise.

8. Place the merchandise on the display props which will safely support the merchandise.

   --Position merchandise so that the labels can be easily read by the customers
   --Locate the merchandise so that it can be easily examined by the customers

9. When you are satisfied that you have arranged the merchandise safely, neatly, and attractively, place the show and/or price cards on or near the merchandise.

   --Placing the show and price cards in holders will help keep them in good condition.
   --Check show and price cards for neatness and accuracy.

10. Stand back and check your display. Does it:

    --Show the customer the merchandise in an attractive manner
    --Help sell the merchandise
    --Follow accaptable principles of display design
    --Meet safety standards
    --Contain effective show and/or price cards
    --Show the merchandise so that the customer can read the labels
    --Effectively use related merchandise

11. Clean up all trash from the area.

12. Return tools and materials to the storage area

13. Ask your instructor to check your finished display. It helps to ask an associate to check your display to determine if it does have selling power.

Instructor's Final Checklist

DEVELOP DISPLAYS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In the process of setting up a display, the student:

	Fully Accomplished	Not Accomplished	Not Applicable
1. Wrote a plan for the display	☐	☐	☐
2. Incorporated the principles of the design in display	☐	☐	☐
3. Used safety standards in the display	☐	☐	☐
4. Used guidelines for setting up the display	☐	☐	☐
5. Constructed a display which will sell merchandise	☐	☐	☐
6. Used appropriate show cards and/or price cards	☐	☐	☐
7. Stored tools and equipment	☐	☐	☐
8. Set up a clean, neat display	☐	☐	☐
9. Avoided damaging props, merchandise, and accessories	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist.

Your instructor will provide merchandise, display space, display tools, and equipment. Develop a display.

Agribusiness Supplies and Services

DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL

INTRODUCTION

If a business is to effectively serve its customers' needs, it must maintain an adequate supply of merchandise or parts from which the customers can select a purchase. The supply of merchandise or parts is referred to as the inventory. Monitoring or controlling the inventory is necessary to keep customers happy and the business profitable. In this module you will learn to develop an effective system of inventory control.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about developing an effective system of inventory control, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, INVENTORY CONTROL,

   (or) ______________________________

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, INVENTORY CONTROL.

3. READ Instruction Sheet II, STOCK RECORD CARDS,

   (or) ______________________________

4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, STOCK RECORD CARDS.

5. READ Instruction Sheet III, STARTING A PERPETUAL INVENTORY SYSTEM,

   (or) ______________________________

6. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, STARTING A PERPETUAL INVENTORY SYSTEM.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

INVENTORY CONTROL

The largest dollar investment that most businesses have is their inventory. Inventory is the merchandise and parts that companies purchase to sell to their customers. If the business is to protect this large investment a method must be used to describe how much is on hand, how much has been ordered, the value of merchandise parts purchased, and how much has been sold. To keep this information available, a record keeping system called INVENTORY CONTROL is set up.

To maintain efficient control of inventory, businesses use either one or a combination of the following two methods.

1. A physical inventory which is an actual count of merchandise on hand at a particular time
2. A perpetual inventory which is a count of merchandise that is regularly updated from information collected from purchase orders, receiving documents, sales, and returns.

An efficient inventory control system will provide the following information:

1. Dollars invested in inventory.
2. Data concerning what merchandise sells and what does not sell.
3. Stock level of merchandise and parts at any specified date.
4. What items need to be reordered to maintain an adequate on-hand supply.
5. Data concerning what items need to be used for sales promotions.
6. Information to simplify the ordering of merchandise.

With the introduction of the computer as an inventory control aid, businesses have been able to better maintain control of their merchandise and parts. They have also been able to better maintain "perpetual inventories." Before the introduction of computers, perpetual inventories were and are still maintained on stock record cards which require the entering of the following information by hand: 1) purchases made, 2) merchandise sold, and 3) merchandise returned by customers. Also, before a perpetual inventory is set up the retailer has to take a physical inventory.

An inventory control system is set up by business for the purpose of:

1. Maintaining an adequate supply of merchandise to serve the needs of customers.

Instruction Sheet I, (page 2)

2. Protecting the supply of merchandise and parts from shrinkage or deterioration.

3. Helping the business person know what merchandise or parts are selling or not selling.

Methods of Inventory Control

The two methods of stock control or inventory control are: (1) dollar-control method, and (2) unit-control method. In the dollar-control method, the retailer takes a physical inventory at frequent intervals, calculates his/her book inventory or perpetual inventory, and checks the physical inventory against the planned stock or inventory figures. In the dollar-control method, inventory is expressed in dollars. The dollar-control method tells the retailer whether his/her stock is too high or too low in relation to the planned stock or inventory figure. This method does not tell the retailer any specific information about items that are in stock, out of stock, or slow-selling.

In the unit-control method, a retailer records his/her stock by units of merchandise on stock record cards or by computer for each item of merchandise. This method provides the following information: (1) when items are needed, (2) when items are slow-selling, (3) when stocks or inventory are well-balanced, and (4) when items out of stock will affect sales.

---

*Adapted from: Maintaining Inventory Control Systems, Module R-20. Frankfort, KY: Kentucky Department of Education, 1983.

Student Self-Check I

INVENTORY CONTROL

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Stock must be checked frequently and accurately.

2. (True or False) Inventory control will simplify the ordering of merchandise.

3. (True or False) The unit-control method tells the retailer whether his/her inventory is too high or too low.

4. (True or False) The dollar-control method tells the retailer when items are needed.

5. A systematic plan for recording and reporting types and quantities of merchandise and parts on hand and on order is known as: (a) inventory control, (b) dollar-control method, (c) unit-control method, (d) purchase requisition.

6. When a retailer records merchandise by units on stock record cards, he/she is using: (a) inventory control, (b) a dollar-control method, (c) a unit-control method, or (d) security control.

7. When a retailer takes a physical inventory, calculates his/her perpetual inventory, and checks the physical inventory against the planned inventory figure, he/she is using: (a) security control, (b) dollar-control method, (c) unit-control method.

8. Which one expresses inventory in dollars? (a) security control, (b) dollar-control method, (c) unit-control, or (d) inventory control method.

9. Which one expresses inventory in units? (a) stock control, (b) dollar-control method, (c) unit-control method, or (d) inventory control method.

10. List the two methods of inventory control.

Instruction Sheet II

STOCK RECORD CARDS

In some unit-control systems, a stock record card is kept on each item of merchandise,and each time stock is increased or decreased it is noted on the card. Given below is an example and explanation of data that is recorded on a stock record card.

Item--the name of the merchandise.

Stock Number--the supplier's number of the merchandise.

Minimum--the minimum number of units to be kept in stock.

Maximum--the maximum number of units to be kept in stock.

Date--the date that information is recorded on the card.

Beginning Inventory--the number of units in stock when a physical inventory is taken.

Purchases--the number of units on purchase orders from suppliers.

Purchases On Back Order--the number of units on order from suppliers that will be received at a later date.

Sales--the number of units that have been sold.

On Hand--the number of units that are in stock on any given date.

The stock record cards are used for perpetual inventory on book inventory. This perpetual inventory or book inventory provides the retailer information about the condition of his/her stock at any time. These cards are often maintained by employees who have the job title "stock record clerks."

Stock record cards should be kept accurately and neatly. Even though extreme care is used in keeping the stock record cards, errors will occur. The errors will not be seen until an actual physical inventory is taken. The actual physical inventory will show the true condition of the stock, and the stock record cards will have to be corrected. If the physical inventory shows more in stock than the stock record card shows, this is known as overage. If the physical inventory shows less in stock than the stock record card shows, this is known as shortage.

Instruction Sheet II, (page 2)

Stock record cards as a tool for maintaining perpetual inventory control systems are being replaced by computerized inventory control systems. The job title "stock record clerk" is being replaced by the job titles "item control person," "data processing control person," and "stock control person." In parts departments, such as at a machinery dealership, the parts person may also keep track of the inventory.

*Adapted from: Maintaining Inventory Control Systems, Module R-20. Frankfort, KY: Kentucky Department of Education, 1983.

Student Self-Check II

STOCK RECORD CARDS

Directions: Match the terms to their definitions. Write your answers on anothe sheet of paper. Check your answers according to the procedures established by your instructor.

A. item
B. stock number
C. maximum
D. minimum
E. date

F. beginning inventory
G. purchases
H. purchases on back order
I. sales
J. on hand

______ 1. The number of units that are in stock on any given date.

______ 2. The name of the merchandise.

______ 3. The date that information is recorded on the card.

______ 4. The number of units that have been sold.

______ 5. The supplier's number of the merchandise item.

______ 6. The number of units in stock when a physical inventory is taken.

______ 7. The maximum number of units to be kept in stock.

______ 8. The number of units on order from suppliers that will be received at a later date.

______ 9. The minimum number of units to be kept in stock.

______10. The number of units on purchase orders from suppliers.

Instruction Sheet III

STARTING A PERPETUAL INVENTORY SYSTEM

When starting a perpetual inventory system, always begin with a physical inventory of merchandise in stock. The units obtained from a physical inventory are recorded on the stock record cards under beginning inventory. Next, obtain copies of the purchase orders. The units on order are recorded on the stock record cards under purchases. Obtain copies of the invoices to find out if the merchandise that was ordered was received. Compare the units received to the units that were ordered. If there is a difference between what was ordered and what was received, adjust the stock record card either up or down according to what was recorded under the purchase section of the stock record card. If the invoice shows merchandise that was placed on back order, record the number of units on the stock record card under purchases on back order.

Next, obtain records that show what merchandise has been sold. Examples of records that show what merchandise has been sold are sales checks, price tickets, reserve requisitions, and cash register tapes. Record the number of units that have been sold under "sales" on the stock record card.

> Sales checks are prepared in duplicate for every sale. The duplicate copy is used to record the information on the stock record card.
>
> Price tickets are used that have two parts. One part is torn off the price ticket to record information on the stock record card, and the other part is left on the item for the customer.
>
> Reserve requisitions are used when individual sales are not recorded. The units of individual items are requisitioned from reserve stock for the selling floor. The units are subtracted on the stock record cards as if the items have been sold.
>
> Cash register tapes are used to record information when a sale is made on a cash register. The sales are recorded in duplicate. One copy is given to the customer, and the other copy is used to record information on stock record cards.

Obtain copies of credit slips that have been issued to customers for merchandise that has been returned. The units of returned merchandise are subtracted from sales on the stock record cards. Be sure to show a reason for the subtraction.

Student Self-Check III

STARTING A PERPETUAL INVENTORY SYSTEM

Directions: Number the following items in the order according to the way they should be done when you are starting a perpetual inventory system. Write your answers on a separate sheet of paper. Check your answers according to the procedures established by your instructor.

______ 1. Take a physical inventory.

______ 2. Obtain credit slips.

______ 3. Obtain copies of purchase orders.

______ 4. Obtain copies of sales records.

______ 5. Obtain copies of invoices.

Instructor's Final Checklist

DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about developing an effective system of inventory control	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, DEVELOPING AN EFFECTIVE SYSTEM OF INVENTORY CONTROL.

Your instructor will provide a test about developing an effective system of inventory control.

Module ABSS-5.21

Agribusiness Supplies and Services

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

INTRODUCTION

Would you drive a tractor without a steering wheel? Would you try to determine a feed ration without knowing what kind of animals you were going to feed? Most people wouldn't think of it. A good label and proper interpretation of the label can be as important in the selection, use, and care of a product as a steering wheel is to a tractor, or knowing what animal you are going to feed. In this module you will learn to interpret labels on agricultural products.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about interpreting labels on agricultural products, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, INTERPRETING LABELS ON AGRICULTURAL PRODUCTS,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, INTERPRETING LABELS ON AGRICULTURAL PRODUCTS.

3. VIEW specimen labels,

   (or)____

4. OBSERVE your teacher or other person demonstrate the correct procedure in interpreting a label on an agricultural product.

5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS*

Labels are probably the most helpful guide available to consumers. It pays to develop skill in reading and comparing them. Good descriptive labels inform you about the contents of the package, what the product is made of or consists of, and how to use and care for the product.

The label may be stamped or printed on the article, or on a band or wrapper enclosing it. It may be sewn, glued or tied to the merchandise. It is sometimes the only guide a person has for gathering information about a packaged product. Because so many new materials and products are coming on the market, the retailer or salesperson must also depend haavily upon labels for information.

The brand name for some companies has always meant good quality, but the brand name is not enough. By depending upon a brand name alone, you may pass up a good price and superior quality in another brand. Here, again, labels can help you be a sharper shopper.

Descriptive Labels

Labels are useful to identify products, quantity, quality, place or origin, grower or producer, manufacturer, or distributor. They should tell what is in the package, style of pack and the net contents. They should give care and/or cleaning procedures for the product, operation procedures for equipment, model number and parts number for replacement of item or parts. Labels can also assure quality for some items, such as USDA grades on meats. When possible, the label should be permanently printed on the article, particularly if the label includes care, use, and precautions for chemicals and equipment.

Open dating on food products aids the consumer in comparing food freshness. Unit pricing aids the consumer in comparing prices.

Nutrition labeling is useful in determining the nutritional value of products and in comparing the nutritional quality of different brands.

A Guide for Comparison Shopping

Labels are good guides for making comparisons. But they cannot always give enough information on quality; for example, the tenderness or toughness of asparagus, or length of service that can be expected of a particular piece of equipment. To get the most for your money, it may be necessary to read and compare labels, then try some comparisons for quality.

For other items, this try-out or compare-at-home procedure may be too expensive or even impossible for large items like a tractor. For such items, the reputation of the dealer and labels must be relied upon.

Labeling Laws Protect You

Fair Packaging and Labeling Act[1]: This legislation requires that packaged or labeled consumer products in interstate commerce be honestly and informatively labeled. The law requires that labels provide certain information:

1. Identification of the product, giving name and address of the manufacturer, packer or distributor.

2. Net contents in units appropriate to product.

3. Freedom from such items as "jumbo pound," "giant pint."

4. For most textile products the label must give the generic or family name. For example: nylon, polyester or cotton.

5. Food labels must list ingredients in order of the amounts, largest amounts first (except those regulated by standards, such as mayonnaise, ice cream, catsup, etc.).

The Fair Packaging and Labeling Act also:

1. Prohibits packaging with excess packing material or air space.

2. Authorizes government to establish additional anti-deception regulations and to establish and define standards for product description.

3. Gives the government responsibility for requesting industry agreement on voluntary standards of weights, measures, or quantities for packaging when it is found that a commodity is sold in an unjustified number of package sizes.

4. Prohibits "cents off" labeling which does not represent actual savings over the regular price.

5. Regulates the frequency with which manufacturers and packers may use "cents off" promotions on one product.

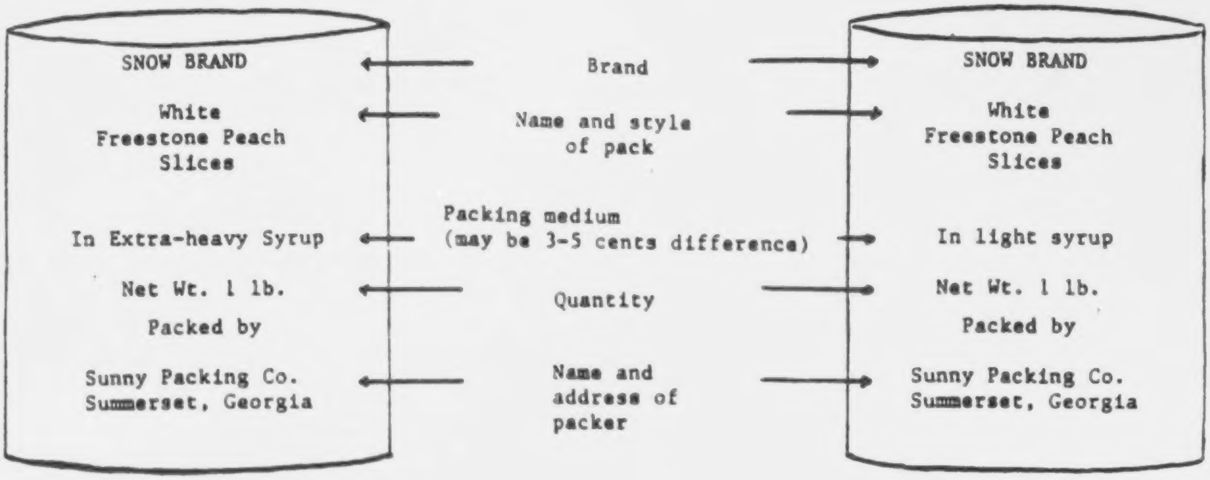
---

[1] The Fair Packaging and Labeling Act does not apply to certain drugs, tobacco, meat, poultry and other products covered separately by other federal law. Because the law is complicated and lacks clarification, has met with some industry opposition and has not been backed by funds, it has not been fully enforced.

Instruction Sheet I, (page 3)

Examples of Good Labels

Following are examples of good labels. Labels should tell you what the product is, the brand name, identification or model number (when needed), use and care instructions, manufacturer's trademark and name and address, and other pertinent information.


SNOW BRAND
White Freestone Peach Slices
In Extra-heavy Syrup
Net Wt. 1 lb.
Packed by
Sunny Packing Co. Summerset, Georgia
Brand
Name and style of pack
Packing medium (may be 3-5 cents difference)
Quantity
Name and address of packer
SNOW BRAND
White Freestone Peach Slices
In light syrup
Net Wt. 1 lb.
Packed by
Sunny Packing Co. Summerset, Georgia

Typical information included on label for a can of fruit.

The Consumer's Responsibility

1. Read and understand the labels.
2. Use labels for making comparisons and wise choices.
3. Refuse to buy products not labeled or with poor descriptions.
4. Follow use and care instructions given on labels. This is especially important in the use of chemicals and power equipment.
5. Read labels to help prevent impulse buying or purchasing the wrong item.
6. Always buy from reputable, reliable dealers, rather than from fly-by-night, get-rich-quick dealers, or unknown door-to-door peddlers.
7. Keep and refer to label for operation, use, care, and repair or replacement of parts. Your life can depend on properly following the information on labels.
8. Return goods with an explanation when they do not conform to the description on the label.

*Adapted from: Helen M. Stevens, Bare Facts About Labeling, H.E. 5-157C. Lexington, KY: University of Kentucky, College of Agriculture, Cooperative Extension Service, 1974.

Student Self-Check I

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) If a salesperson says one thing and the label another, it is usually best to listen to the salesperson.
2. (True or False) The label may be the only information a person has about a product.
3. (True or False) Since labels are written for consumers, salespersons need not be concerned with them.
4. (True or False) If a product has a good brand name, that is all you should need to know.
5. (True or False) Labels can give information about both the quantity and quality of a product.
6. (True or False) Dates on labels can help insure freshness.
7. (True or False) It is good salesmanship to use terms like "jumbo pound" on a label.
8. (True or False) Food labels must list ingredients by the amount in the product.

Instructor's Final Checklist

INTERPRETING LABELS ON AGRICULTURAL PRODUCTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about interpreting labels on agricultural products with at least 80% accuracy	[ ]	[ ]	[ ]

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CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, INTERPRETING LABELS ON AGRICULTURAL PRODUCTS.

Your instructor will provide a test about interpreting labels on agricultural products. Complete the test.

Agribusiness Supplies and Services

DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS

INTRODUCTION

Parents, teachers, peers, employers, and co-workers have different expectations of you. You usually know the expectations of your parents, teachers, peers, and employers. However, on most jobs you will have one or more co-workers which you will need to get along with. Some co-workers are easy to get along with while other co-workers are hard to get along with. Getting along with your co-workers is not always going to be easy. In this module you will learn how to develop skills on getting along with others.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about getting along with others, complete the test. The test must be completed with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, DESIRABLE TRAITS NEEDED TO GET ALONG WITH OTHERS,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, SELF-EVALUATION OF GETTING ALONG WITH OTHERS.
3. READ Instruction Sheet II, AVOIDING PROBLEMS WITH OTHER PEOPLE,
   (or)____
4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, AVOIDING PROBLEMS WITH OTHER PEOPLE.
5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

DESIRABLE TRAITS NEEDED TO GET ALONG WITH OTHERS*

The ability and willingness to get along with others is essential for success in your organizations, school, home, and work. You are able to choose your close friends, however, you may not be able to choose fellow committee members with whom you must work and you certainly do not usually choose your co-workers. Getting along with others is important for success, promotions, and pay raises. Below are listed desirable traits needed to get along with others.

Enthusiasm

Enthusiasm is being excited about your job. Are you enthusiastic or do you complain about your job? Would you want to work with someone who complains about their job? By showing enthusiasm toward your job, you will get along with others.

Honesty

Honesty is fairness and straightforwardness of conduct. You expect others not to steal time, equipment, or money. If you come to work late or leave early you are not only stealing time but others may have to do some of your work. Would you want to do another person's job as well as your own job?

Dependability

Being dependable is always doing your job and doing the job correctly. You will get along with others better when you do your own job.

Initiative

Initiative is the ability to finish one job and do whatever else needs to be done without being told. If you have initiative, you do not wait to be told what to do next.

Sense of Humor

If you can laugh at yourself rather than others, enjoy a good laugh or see the funny side of things, then you have a good sense of humor. Having a good sense of humor will help you get along with others.

Sense of Fair Play

Not everyone conforms with the established rules. These individuals do not give everyone the same opportunities. They do not treat everyone honestly. Do you know individuals like this? Do you like them?

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Loyalty

Loyalty is being faithful to your family, school, employers, and co-workers. Loyalty means keeping secrets and always speaking well of others. Loyalty to others will help you get along.

Industriousness

Industriousness is keeping busy when your job is finished. Helping others to finish their job or doing extra work, even if unpleasant, will also help you get along with others.

Friendliness

You should smile and be pleasant to everyone. You will get along with others if you are friendly. You should call others by their name and ask about things which interest them.

Cooperation

Cooperation means working together. If you are a cooperative person, then you should get along with others, help others, and make an effort to carry an equal share of the load.

Courtesy and Tact

Courtesy is showing respect for and consideration of others. Tact is being able to sense what to do or say in order to maintain good relations with others or avoid offense.

*Adapted from the following publications: Core Course of Study in Agribusiness Occupations (1973). Department of Vocational education, College of Education, University of Kentucky, Lexington, Kentucky; and Binkley, H. R. and Byers, C. W. (1982). Handbook On Student Organizations in Vocational Education, The Interstate Printers and Publishers, Inc., Danville, Illinois.

Student Self-Check I

SELF-EVALUATION OF GETTING ALONG WITH OTHERS

Directions: To determine if you can get along with others, take the following inventory. Number on a separate sheet of paper from 1 to 11. Write always, sometimes, or never for each statement.

	Always	Sometimes	Never
1. My enthusiasm is sincere and contageous . . .			
2. I am honest in all that I do			
3. I am dependable			
4. When I finish a job I find something else to do without being told			
5. I have a good sense of humor			
6. I follow the established rules			
7. I always speak well of others			
8. I help other employees to finish their work when my work is finished			
9. I am friendly with all my co-workers			
10. I have and indicate a spirit of cooperation .			
11. I show courtesy and tact to my co-workers . .			

Arrange with your instructor to review your answers.

Instruction Sheet II

AVOIDING PROBLEMS WITH OTHER PEOPLE

You have read in Instruction Sheet I desirable traits necessary to get along with others. You may not be able to get along with everyone but here are some ways to avoid problems with other people.

--Using or exploiting other people
--Politicking or gaining favor by flattery or attention
--Running down other people
--Taking credit for ideas or achievements of others
--Gossiping
--Being jealous
--Being indifferent to suggestions and/or criticism
--Showing little consideration for the rights of others
--Griping to everyone that will listen
--Stealing sales or easy jobs from fellow workers
--Acting as a supervisor
--Being an "apple-polisher"
--Not admitting mistakes
--Not following directions
--Arguing with others
--Disrespect of others property
--Arriving late for work or leaving early from work

To get along with others, you need to maintain the confidence and respect of your parents, teachers, peers, and co-workers by treating them as individuals, being loyal, honest, patient, and sincere.

Student Self-Check II

AVOIDING PROBLEMS WITH OTHER PEOPLE

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. List ten undesirable traits to avoid in getting along with others.
2. Give an example of each undesirable trait listed and discuss with your instructor the importance of avoiding the undesirable traits listed.

Instructor's Final Checklist

DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test about demonstrating the ability to get along with others with at least 80% accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, DEMONSTRATE THE ABILITY TO GET ALONG WITH OTHERS.

Your instructor will provide a test about getting along with others. Complete the test.

Agribusiness Supplies and Services

DEMONSTRATE PERSONAL INTEGRITY AND WORK HABITS*

INTRODUCTION

Good personal integrity and work habits begin with household chores and duties, and school work. Developing good work habits are essential for part-time or full-time employment. Poor work habits and personal integrity are the number one reason employees are fired, miss raises, and/or lose promotion opportunities. Greater job security and personal satisfaction can be obtained by the practice of good personal integrity and work habits. In this module you will learn what good personal integrity and work habits are and how to improve your own personal integrity and work habits.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given ten (10) case studies of unacceptable job situations, name the work habit which can correct each situation. Correct work habits should be named for at least eight (8) of the job situations.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. CHECK YOUR WORK HABITS by taking Student Self-Check I, WORK HABIT INVENTORY.
2. READ Instruction Sheet I, WHAT ARE GOOD WORK HABITS?

   (or)____
3. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, RECOGNIZING POOR WORK HABITS AND THEIR CONSEQUENCES.
4. READ Instruction Sheet II, PLAN NOW TO IMPROVE YOUR WORK HABITS,

   (or)____
5. CHECK YOUR KNOWLEDE by completing Student Self-Check III, WORK HABIT INVENTORY.
6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Student Self-Check I

WORK HABIT INVENTORY

Take an honest look at yourself. Just as a store employee takes inventory to see what is on the shelf and what isn't, take inventory to see if you have good work habits. Number on a SEPARATE SHEET OF PAPER from 1-24. Write always, usually, seldom, or never for each statement.

AM I HONEST?

	always	usually	seldom	never
1. If your instructor makes a mistake in grading your paper and gives you a higher grade than you deserve, do you tell your instructor?	______	______	______	______
2. When accidents happen and you are involved, do you tell someone even though it may cause you trouble?	______	______	______	______
3. In any job you may have had, have you been honest in every way?	______	______	______	______

AM I ACCURATE IN THE WORK I DO?

	always	usually	seldom	never
4. When you write a paper for school, do you try your best to use accurate and factual information?	______	______	______	______
5. When you put a model car together, make or sew clothes, or anything else, do you do as exact a job as possible?	______	______	______	______
6. When you have worked in the past, have you tried your best to do the job right?	______	______	______	______

Student Self-Check I, (page 2)

DO I FINISH JOBS I START?

	always	usually	seldom	never
7. When volunteering for jobs at school, do you finish them as soon as possible?	______	______	______	______
8. When you start a job or a project at home, do you finish it?	______	______	______	______
9. When you have worked in the past, did you finish the jobs for which you were responsible?	______	______	______	______

DO I FOLLOW INSTRUCTIONS?

	always	usually	seldom	never
10. When an instructor gives you an assignment, do you listen carefully, make notes when given instruction, and ask questions when you don't understand?	______	______	______	______
11. When doing a new project at home, do you follow written instructions carefully or listen closely to oral instructions?	______	______	______	______
12. Have you been very careful to follow written and oral instructions on past jobs you've had?	______	______	______	______

Student Self-Check I, (page 3)

DO I WORK NEATLY?

	always	usually	seldom	never
13. Are assignments you turn in at school neat? Do you try your best to keep the classroom clean and neat?	______	______	______	______
14. Do you keep your room at home neat, and do you do your share to keep your home clean?	______	______	______	______
15. On jobs you've had, did you do neat work and keep your area clean and orderly?	______	______	______	______

DO I CONCENTRATE ON MY JOB?

	always	usually	seldom	never
16. Do you pay attention in each class and leave other concerns outside the class?	______	______	______	______
17. When doing home projects, do you find it easy to stay with a task, giving it your full attention?	______	______	______	______
18. In past jobs, have you found it easy to pay attention to your work and leave personal problems at home?	______	______	______	______

DO I PLAN MY WORK?

	always	usually	seldom	never
19. When you work on an assignment at school do you organize your material and think through what you're going to do?	______	______	______	______
20. Are your home projects carefully planned and organized?	______	______	______	______

Student Self-Check I, (page 4)

	always	usually	seldom	never
21. When assigned tasks on jobs you've had, did you plan carefully and think through what had to be done?	______	______	______	______

AM I WASTEFUL OR CONSERVATIVE?

	always	usually	seldom	never
22. Do you respect school property and try your best not to waste or damage school material and property?	______	______	______	______
23. Do you try to conserve electricity, water, and other resources at home? Do you also respect property of other members of the family?	______	______	______	______
24. Do you try to conserve company material and resources on jobs you've had in the past?	______	______	______	______

Add up your points:
always - 4
usually - 3
seldom - 2
never - 1

Instruction Sheet I

WHAT ARE GOOD WORK HABITS?

Good work habits are those basic things you do every time you have a job or task to complete that insures a good result. These habits, like any other habits, good or bad, become almost second nature to you. You do these things automatically, almost without thinking about them. Read the following definitions of good work habits.

Personal Integrity/Honesty

Honesty means more than not lying. It means being honest in every area. You realize that the company has to make a profit to exist, and the company depends on you to help it make a profit. Therefore, you are honest by being on time, by not being wasteful, by not stealing, by being truthful in every situation, and by doing an honest day's work.

Accuracy In Work

Accuracy in work means having a finished product that is just right. In other words, you've done the job right. Accuracy is often more important than speed. A person who works slower but makes fewer mistakes will usually get more done than the person who works fast and makes a lot of mistakes.

Concentrating On The Job

You feel that when you are at work your job deserves your full attention. Personal matters are not a part of your job. You stay away from wasting work time by not talking to other employees about non-work matters and tying up the company's phone with personal matters.

Planning Your Work

When you are assigned a job or before you begin your daily task, you take time to organize what you are going to do. You carefully plan each step so that your time is not wasted and the job is done properly.

Conserving Resources

You respect company property; because you realize that when the company loses, it hurts your chance of getting a pay increase. You're not only careful in conserving material and supplies on your own job, but you go out of your way to conserve utilities and protect company property.

Finishing A Job

A problem that many people have trouble with is putting things off until a later date. They keep on putting a job off until it ends up not being done or only half done. Developing the habit of finishing a job means that you can be counted on to get the job done. Employers value this habit, especially around promotion time.

Instruction Sheet I, (page 2)

Following Instructions

When you are assigned a task, you pay close attention to any instructions you are given, written or orally. Ask questions when you don't understand. It also means that you'll do it the way the boss wants it done until you know enough to suggest changes.

Working Neatly

Keeping your work area neat and orderly at all times and turning out a neat product are qualities employers look for in employees. You keep your area clean as you work, thereby avoiding a huge mess to clean up at the end of the day. You also take pride in having a neat and orderly finished product.

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*Adapted from the following publications: Employability Skills. "Having Good Work Attitudes," Module ES-15 and "Practicing Good Work Habits," Module ES-16. Bureau of Vocational Education, State Department of Education and the Department of Vocational Education, College of Education, University of Kentucky.

Student Self-Check II

RECOGNIZING POOR WORK HABITS AND THEIR CONSEQUENCES

Read the case studies below and decide which good work habits are being followed or violated. Write the possible consequences of these acts. USE A SEPARATE SHEET OF PAPER. When you have finished, check to see if your answers are correct according to the procedure established by your instructor.

1. Sue feels she is being under-paid at the agribusiness supply store where she is employed. She feels it's O.K. to take a few extra items home each week to make up for her low wages.

2. Alan has been a bookkeeper for several years now. He has always double-checked his work, but now feels he can get more work done by skipping this route.

3. Judy is a new welder at a farm implement company. She was the top welder in her vocational school class and feels that her way of doing certain jobs are better than the supervisor's methods.

4. Kevin is a new mechanic at a tractor dealership. He is a very good mechanic but doesn't keep his area clean and orderly. He often has to borrow tools from other mechanics.

5. Gene seems to work all the time in his new garden center job but never really finishes a job. Just when he gets started on one job he goes to another.

6. Alice works in a farm equipment parts store. She has always been considered a top-notch worker. Lately, however, she's had problems at home and is often late for work and stays on the phone a lot with personal calls.

7. Jim feels he is underpaid at his electronic manufacturing job. He's been cited several times for using more material than necessary on his job. Jim feels he needs that material to do a good job and that the amount of material used is the company's problem, not his.

8. Ken is considered one of the best welders in the plant, but also one of the slowest. His supervisor is puzzled about Ken's slowness, but Ken's co-workers know that he daydreams a lot and takes frequent breaks.

Instruction Sheet II

PLAN NOW TO IMPROVE YOUR WORK HABITS

Habits have to be practiced every day to become true habits. Just as brushing your teeth (a good habit) or biting your nails (a bad habit) took constant practice, so will the development of good work habits.

Why?

Why develop good work habits? You probably already know some answers, but here are just a few for you to think about. Maybe you can think of more.

1. MONEY! If bad work habits can get you fired, surely good work habits will get you raises and promotions.
2. BETTER JOBS! Promotions usually go to the best workers. The best workers always have good work habits.
3. PRIDE! Everyone wants to feel good about themselves. By developing good work habits, you'll do a better job and feel better about yourself.
4. BETTER PRODUCTS! When the company prospers, its employees prosper.
5. BETTER WORKING RELATIONS! Your supervisor and your co-workers will like and respect you for being a good worker.
6. DEPENDABILITY! Your employer feels good about paying you because you have truly earned your pay. You can be trusted.
7. CHEERFULNESS! You know that no one likes being around a grouch.
8. BE A "TEAM WORKER"! You realize that getting the job done is more important than who gets the credit.
9. LOYALTY! You may not agree with everything your company does, but you support them and work through the proper company channels to make improvements.
10. FINISH EACH JOB! When you finish with a job you go on to the next job, provided you know what to do.

Student Self-Check III

WORK HABIT INVENTORY

Directions: Make a list of those work habits which you need to improve. Decide how you are going to improve those work habits and write down your goals for improvement.

Example: FOLLOWING INSTRUCTIONS (Work habit that needs improvement)

1. Listen carefully to instructions.
2. Make notes, especially on long and detailed instructions.
3. Ask questions when I don't understand.

Share your work habit improvement goals with your teacher. He/she can help you improve your work habits and it will motivate you to try harder when someone else knows about your goals.

Instructor's Final Checklist

DEMONSTRATE PERSONAL INTEGRITY AND WORK HABITS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student named a work habit that can correct at least eight (8) of the ten (10) unacceptable job situations	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PRACTICING GOOD WORK HABITS.

Your instructor will provide case studies of unacceptable job situations. Name the work habit which can correct each situation.

Agribusiness Supplies and Services

BUDGETING TIME

INTRODUCTION

Time may be our most valuable resource. Unlike many resources, it is not replaceable. Once spent, it is gone forever. It is important, therefore, that we make good use of our time. In this module you will learn to budget time.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test on budgeting time, complete the test with 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, BUDGETING TIME,
   (or) ____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, BUDGETING TIME.

3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

BUDGETING TIME*

Too little time and too much to do is a common condition for many of us. Everyday demands or chores seem to engulf the day, leaving little time to do those things you enjoy. But you do have choices in how you spend your time. Balancing what you need to do with what you want to do can lead to happiness and success.

It is easy to blame others for wasting our time or for making us late. We accomplish very little playing the "blame game." It is important that we accept the responsibility for the use of our time and make plans to use it properly.

The information in this module will help you develop habits and techniques for managing your time and your life.

A good way to begin taking charge of your life is to ask yourself why you want to manage your time better. On a separate sheet of paper, list the reasons for wanting to manage your time.

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

Some people want to manage time to earn more money. Others want to increase productivity. Still others want to free themselves from "hurry sickness" and allow themselves the kind of idleness that fosters cultivation of the mind. Others want more time to spend with family and friends. To discover other reasons why you may want to manage your time, complete the "Self-Assessment" exercise, Handout #1, that your instructor will provide.

When you have completed scoring Handout #1 ask yourself the following questions:

--Am I doing those things that I value the most?
--Which practices do I consider important and yet seldom act upon?
--Which two or three would give me the most control over my life if I did them? (Circle them.)

Saying No

Learning how to say no, simple though it may sound, is actually the most difficult part of time management for many of us. Yet, this is a skill that you must develop because without it, all other time-management behaviors are of little value. The ability to say no permits you to exercise greater control over your own life which, in turn, means you are a happier individual. You are happy because you are clear about what you want and do not want to do. Therefore, without vacillation, you can tactfully accept or reject any responsibilities requested of you. And, of course, by not being overcommitted to a variety of tasks, you can spend your time productively on those activities that have meaning to you.

How Do You Want to be Different?

What do you want to do differently about managing your time? These are four objectives one person set: to establish three reachable personal and career goals, to learn to set priorities, to learn to say no tactfully, and to take better care of myself by exercising four days a week and dieting.

On a separate sheet of paper, list no more than five objectives that you will commit yourself to work on. Too often individuals try to change too much all at once and then give up when they see little progress.

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

Two Keys to Success

All of us develop habits that are supposed to save time. One youngster learned that it paid to be organized. As she grew up she organized her room, her art supplies and later her college swimming trophies. When she accepted her first job, she took time each day to organize her desk. Now she spends half of each day organizing her office before getting on with the work at hand. She complains of not having enough time.

Another person had just one thing to do one day--visit a friend. His day went like this. He spent two hours deciding what to wear, another hour locating the house keys, 30 minutes finding money for the bus, and 20 more minutes deciding whether or not to wear an overcoat. This procedure was typical of him and illustrates Northcote Parkinson's Law, "Work expands to fill the time available."

How much are you like either of these people? Do you keep habits long after they serve their purpose, blow good habits out of proportion, or hold on to time-wasting habits?

Lifetime habits are very difficult to change, as any of us who has attempted to lose weight, stop smoking, or start exercising knows all too well. There are two keys to success in changing lifetime behaviors.

Instruction Sheet I, (page 3)

The first key is to identify a prize or a benefit in a new behavior that the little kid in you wants just as badly as a first bicycle. If, for example, you decided a few minutes ago that you want to learn to say no tactfully, then your prize might be getting some extra time for yourself while still accomplishing your most valued goal.

The second key to changing lifetime behaviors is to pay the price by giving up an old prize. Let's say that you are accustomed to doing your best to please everyone from the service station attendant who washes your windshield to your instructor. If you decided earlier that you wanted to learn to delegete respsonsibility, then you might have to give up trying to please everyone in your life. What price are you willing to pay to learn that new behavior?

Once you have identified both the price to pay for changing your lifetime habit and the prize you get for doing so, and once you are willing to pay the price to get the prize, then you are ready to exchange your old time-wasting habit for a good time-management action.

What Is Good Time Management?

California Family Life Extension Specialist Dorothy Cudaback says it well: "Good time management simply means deciding what you want to get out of life and efficiently pursuing these goals. Time management does not mean being busy all the time. It means using your time the way you want to use it--which can include large doses of daydreaming and doing nothing. Good time management brings with it increased relaxation, reduced stress, greater personal satisfaction, and successful goal accomplishment."

Strictly speaking, we cannot really manage time--we can only manage ourselves. A key to managing yourself is to know where you are going. Goal setting is crucial to effective time-life management. Goals determine our actions.

Life Goals

Time-Management expert Alan Lakein says, "Failing to plan is planning to fail." Successful time-life management starts with writing down your goals. List your responses to the following eight items on a separate sheet of paper.

1. Quickly list your four or five most important lifetime dreams, values, goals (for example, to have three close friends; to graduate from high school or college; buy a farm):

____

____

____

____

2. Now list three or four goals you want to accomplish in the next five years (for example, to develop one close friendship; to start graduate school; to get married):

3. Next, pretend that you know you have only six months to live. If I knew I was to die within six months, I would want to: ________________

4. Now go back and rank your goals in the order of importance to you. Note: Have you included six-month goals for yourself? Your family? Your friends? Your work?

5. It is important that you guarantee your success in reaching your goals. The more specific, realistic, measurable and achievable goals are, the greater your chance of reaching them.
Here are some tips:
--Circle your most important goal.
--Make sure your goal starts with "to" and includes an action verb.
--State the end, outcome or key result others will see when you accomplish your goal: ________________

6. Break down your most important goal into manageable, bite-sized pieces. List quickly the specific things you want to do in the next six months that will help accomplish this goal: ________________

7. Now go back and rank your tasks in item number 6.

8. You have already begun to reach your most important lifetime goal.

Visualize Your Goals

Take time daily to form a clear mental picture of who you want to be and how you want to act five years from now. If your goal is to be confident, then use your imagination to see yourself walking, talking, being confident. Formulate "self" statements that strengthen your positive image: "I am feeling calmer and stronger every day." Get so excited about reaching your goal that it seems real to you. Your mind is a very powerful tool. By taking the time daily to relax and then to visualize yourself accomplishing your goals, you will be ready to act upon them. Then act as if you have already reached your goal.

Remember, if you don't know where you're going, any road will take you there. On the other hand, if you do know your destination, you can quickly determine which route is best for you.

Knowing Your Prime Time

Know and use your prime time--that time during the day when you are most likely to be alert, enthusiastic and creative. Chart your energy level for a typical day on the Energy Graph provided by your instructor (Handout #2).

Each person's graph is different. Some people are morning people; others are evening people. When you have a choice, plan to use your prime times for important jobs requiring the most attention and effort, saving more routine tasks for low-energy times. Look for ways to lengthen your high-energy periods. Strive to keep interruptions at a minimum or eliminate them completely. Breaks, relaxation exercises, proper diet and improved physical fitness can help.

There is also external prime time--those times when external resources, usually people, are most likely to be available to you. Plan your daily schedule to take advantage of time when agencies and stores are open, and when you can contact workers, supervisors and colleagues to help you with information, consultation and problem-solving.

There Is Enough Time

"There just isn't enough time in the day" is a complaint many of us make. But the truth is, we have enough time to do what is important in our lives. You can always make time for the people you value and for the activities worth doing. All you need to do is become master of how you use your time.

Increase Your Efficiency by 50 Percent or More

Would you like to learn a time-management technique that will increase your efficiency by at least 50 percent? Write down on the "To Do" list (Handout #3, which your instructor will provide) the five most important things you have to do tomorrow.

Now indicate whether you would be better off completing the task during a high-energy period of the day or a low-energy period.

Next, rank the tasks in order of their importance to you and/or your employer or school (1 is for the most important; 5 is for the least important one).

Begin working on your number one activity with all your energy and concentration. Do not even think about the others. Work on number one until you complete it, or until you choose to stop. Then check the started or completed column.

Go on with your number two activity and proceed in the same fashion until it is time to quit for the day.

Do not hassle yourself for accomplishing only three or four of your five goals. If you could not complete all of them with this method, you probably could not have done so with any other method. You worked on the most important ones--the others will wait until you get to them. Notice and enjoy what you did accomplish.

Look at your "To Do" list. Can you delegate any of the activities to someone else? Sure, we can all find good excuses why we do not delegate, but in terms of long-range objectives, learning how to delegate can be a major time-management tool. Time spent training or supervising someone to do a job can pay off handsomely. Check those things on your "To Do" list that you could delegate. Then delegate! Those tasks that only you can do are the ones to work on.

You might set up a reward system to further encourage your productivity, particularly if you tend to procrastinate. You might decide, "If I accomplish items 1 through 4 today, then I will reward myself by relaxing for 30 minutes to my favorite country or rock music."

Some of us need to remind ourselves about goals and directions. The bottom blanks on the "To Do" list provide space for personal notes and reminders.

Use this system to list priorities daily, and you will find that you get the important things accomplished--one day at a time.

Remember:

--Set priorities.

--Allow time for interruptions

--Be aware of and use your prime time--that time each day when you are most alert, enthusiastic and creative.

--Be good to yourself--set reasonable, realistic goals.
--Set aside time for yourself (ten minutes per day adds up to more than 60 hours per year).
--Limit the amount of time you will spend on the task you hate.
--Delegate.
--Consolidate trips, tasks.
--Cross out completed tasks. This helps you visualize what you have accomplished.
--Don't carry over unimportant tasks to the next day.
--Reward yourself.

Use your time on the tasks that will give you the greatest results. Italian economist and sociologist Vilfredo Pareto gave us the 80-20 rule, "80 percent of the results are accounted for by 20 percent of the items". For example:

--80 percent of an organization's work is done by 20 percent of the members.
--80 percent of the time you wear your favorite 20 percent of clothes in your closet.
--80 percent of your pay raise comes from 20 percent of the work you do.

Find that 20 percent that will give you an 80 percent return. Then concentrate your time and energy on the 20 percent that pays huge dividends for you.

Handling the Big Jobs

Cudaback offers several practical suggestions:

--Start now; don't wait for that free day, half day or week.
--Break the big job into little tasks and list them. Include some instant tasks. For example, if the job is to plan a project, your list may include getting out old plans to review, collecting costs and income figures, preparing a trade agreement, setting dates to accomplish various things, etc.
--Schedule times to do these tasks, and do at least one instant task now. This may give you the momentum you need to get started. Also, schedule time ahead for those tasks that take blocks of time.
--List those tasks you can delegate--then delegate.
--Set a limit on how much time you are willing to spend on the project today and still feel good about yourself.
--If needed, increase the payoff for finishing the task (see the suggestions below).

Increasing the Payoff

Some ways to increase the payoff of completing those overwhelming or unpleasant priority tasks include:

--Tell a friend or co-worker your plans. You will feel more committed to doing a task.
--Promise yourself a reward for completion of each task, or for finishing the total job--and keep your promise.
--Make dates with friends or co-workers to hear your progress reports.

A Final Warning

For all you type A persons who are prone to rush through caution lights to save five or 10 minutes, be gentle with yourself. Slow down and pick the daisies. In a society enamored with efficiency and productivity, it is vital that we manage our lives and our time so that we as individuals and as communities of men and women--live healthier, happier, more peace-filled lives.

*Adapted from: Robert J. Fetsch and Robert H. Flashman, "The Successful Person's Guide to Time Management," H.E. 7-101. Lexington, KY: University of Kentucky, College of Agriculture, Cooperative Extension Service, 1984.

Student Self-Check I

BUDGETING TIME

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Everyday demands on our time can leave little time for those things we enjoy.
2. (True or False) It is important to accept the responsibility for the use of our time.
3. (True or False) Learning to say no is important to better time use.
4. (True or False) In setting goals or objectives, try to list as many as you can think of that will improve you.
5. (True or False) Some habits which are supposed to save time may actually waste time.
6. (True or False) "Work expands to fill the time available".
7. (True or False) Time management means being busy all the time.
8. (True or False) Goals determine our actions.
9. (True or False) We are more likely to achieve our goals if we don't set a target date.
10. (True or False) It is good to take time to visualize your goal each day.
11. (True or False) You can make time for the activities you think are important.
12. (True or False) A good "To Do" list can increase your efficiency by 50 percent or more.
13. (True or False) It is good to reward yourself when you accomplish a goal.
14. (True or False) When you have a job to do that you hate, try to work at it almost constantly until it is done so you can relax.
15. (True or False) The eighty-twenty rule says to work on the eighty percent and forget the twenty percent.
16. (True or False) The most difficult part of many tasks is getting started.
17. (True or False) A good way to improve the odds of completing a goal is to increase the payoff for completing the goal.

Instructor's Final Checklist

BUDGETING TIME

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about budgeting time with at least 80 percent accuracy	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, BUDGETING TIME.

Your instructor will provide a test about budgeting time. Complete the test.

Module ABSS-6.06

Agribusiness Supplies and Services

DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS

INTRODUCTION

An important expectation of employers is the ability of workers to follow oral and/or written directions. Your employer will expect you to follow directions exactly. Following directions correctly is necessary for you to be successful on your job.

In this module you will learn the importance of following directions and how to understand directions.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about demonstrating the ability to follow directions, complete the test. The test must be completed with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, THREE MINUTE TIMED TEST ON FOLLOWING WRITTEN DIRECTIONS.

2. READ Instruction Sheet I, GUIDELINES TO FOLLOWING DIRECTIONS,

   (or)____

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, FOLLOWING DIRECTIONS INVENTORY.

4. READ Instruction Sheet II, EFFECTIVE LISTENING.

5. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, PRACTICE EFFECTIVE LISTENING. (Your instructor will provide further information.)

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

GUIDELINES TO FOLLOWING DIRECTIONS

One of the most important skills required by new workers is the ability to follow directions. If you can follow directions exactly, you will be able to do your job well.

The following list of guidelines will help you in following directions.

--Do not daydream when someone is talking to you, listen carefully.

--Give total attention to the speaker.

--Ask questions if you do not understand.

--Follow directions exactly as given.

--As a new employee, do as you are told; you need not understand why.

--As a new employee, avoid making suggestions to people who have been on the job longer as they may resent your suggestions.

--Follow directions even if you think there is an easier way to do the job.

--To follow directions, you must hear them.

--Do not interrupt the speaker, wait until he/she is finished before asking for a clarification or question.

--Be interested in what the speaker is saying.

--Limit your talking since you can not learn anything while you are talking.

--Do not jump to conclusions before the speaker is finished. Remain open and base your conclusions on the total message.

--Try to keep the main points in mind rather than trying to memorize details.

--Try to avoid wasting your time listening to details which are not of real value to you.

--Set aside your prejudices against the idea or the cause which the speaker is attempting to promote.

--Listen also with your eyes. (Facial expressions, hand gestures, body movements, and eye contact are often effective communications.)

--Do not assume that what you hear is true. Good listeners assume little and search for evidence to substantiate the speaker.

--The most potential for self-improvement lies in improved listening.

--Be patient as a listener.

Student Self-Check I

THREE MINUTE TIMED TEST ON FOLLOWING WRITTEN DIRECTIONS

Directions: This timed test will determine how well you follow written directions. Follow the directions exactly. You will need a separate sheet of lined notebook paper.

1. Read all directions before doing anything.
2. Write your name in the upper right hand corner of the lined notebook paper.
3. Write today's date under your name.
4. Number from 1 to 5, leaving two blank lines between each number.
5. Draw a circle around the numbers 1, 3, and 5.
6. Draw a square around the numbers 2 and 4.
7. Write your birthday in the upper left hand corner of the notebook paper.
8. Under your birthday, write the city and state where you were born.
9. Now that you have completed reading the directions, do only numbers 1 and 2.

Instruction Sheet II

EFFECTIVE LISTENING*

To be successful at work, you must know what your job responsibilities are, what your employer expects of you, and how your job relates to other jobs. This sort of information is rarely printed but is given to you orally. You must listen well to obtain the information necessary for you to succeed on your job.

Following directions involves more than just hearing. Hearing is an inactive process while listening involves participation in a conversation. There are two types of listening techniques: active listening and passive listening.

Passive listening is the process of listening to and encouraging the other person to say more by such statements as "tell me more," "I'd like to hear more about that," or "go on." Your responses do not include your ideas or judgments. This type of listening also helps you develop a capacity for participating in the speaker's ideas and insight into how the other person feels. Passive listening is the "door-opener" type of listening and helps the speaker to share ideas.

Active listening is the process of listening to every word that the speaker is saying and then relating the message back (feedback) to the speaker without involving your own feelings or advice. You put the message into your own words and send the message back to the speaker to see if it is correct. This is also called reflective listening.

*Adapted from the following publication: Human Development. "Communicating in interpersonal relationships," Module HD-15. The Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education, Frankfort, Kentucky.

Student Self-Check II

FOLLOWING DIRECTIONS INVENTORY

Directions: To determine if you can follow directions, take the following inventory. Number on a separate sheet of paper from 1 to 10. Write always, usually, seldom or never for each statement.

	always	usually	seldom	never
1. I listen carefully by concentrating on what the speaker is saying.				
2. I do not daydream when someone is talking to me.				
3. I give total attention to the speaker.				
4. I ask questions when I do not understand the directions given.				
5. I follow directions exactly as given.				
6. I do as I am told by my employer.				
7. I am patient and do not interrupt the speaker.				
8. I show a desire to listen.				
9. When I listen I am so busy taking notes that the key ideas fail to get through to me.				
10. When listening I listen in a way which makes the speaker feel important. (Showing interest, listening carefully, and questioning.)				

Add up your points:
always - 4
usually - 3
seldom - 2
never - 1

Arrange with your instructor to complete this module by reviewing the scoring key.

Student Self-Check III

PRACTICE EFFECTIVE LISTENING

Directions: The instructor will divide the students into groups of two. One student will be the speaker and the other student will be the listener. The instructor will provide a topic for the speaker.

1. The speaker and the listener will develop a conversation on the given topic.

2. The teacher will move around among the groups to observe the listener's behavior.

3. Guidelines for the listener should include:

   a. extended speaker's comments
   b. revealed speaker's ideas
   c. revealed speaker's feelings
   d. asked questions
   e. supplied feedback to the speaker

4. Rotate the listener and the speaker.

Instructor's Final Checklist

DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test about demonstrating the ability to follow directions with at least 80% accuracy . .	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, DEMONSTRATE THE ABILITY TO FOLLOW DIRECTIONS.

Your instructor will provide a test about demonstrating the ability to follow directions. Complete the test.

Agribusiness Supplies and Services

DEMONSTRATE ACCEPTABLE PERSONAL APPEARANCE AND HYGIENE*

INTRODUCTION

Personal appearance has a great deal to do with the first impression someone may have of you. Most of us want to be accepted by our friends, family, employer, and new acquaintances. A person who is well groomed and has a good appearance is more likely to cause others to want to associate with them. Practicing good personal appearance and hygiene habits also helps us feel good about ourselves. In this module you will learn about the care of the skin, the mouth and teeth, and the hands and nails, the feet and nails, and the importance of clothing selection and care.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about personal appearance and hygiene, the student will complete the test with 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SKIN AND BODY CARE,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, SKIN AND BODY CARE.
3. READ Instruction Sheet II, CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS.
4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS.
5. READ Instruction Sheet III, CLOTHING SELECTION AND CARE,
   (or)____
6. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, CLOTHING SELECTION AND CARE.
7. PRACTICE acceptable personal appearance and hygiene. (Your instructor will provide further information.)
8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

SKIN AND BODY CARE

Keeping yourself clean makes you feel better and look better. Keeping yourself clean is important to your health to develop and practice good personal cleanliness habits. The following information will help you in developing good personal hygiene for the face and skin.

Caring for Facial Skin

Caring for the face is very important for your personal appearance. To promote healthy skin, you need the following:

--plenty of fresh air
--exercise
--plenty of rest and sleep
--proper foods in the right amounts
--proper cleaning

To know how to care for your skin, you must determine your skin type. There are four types of skin: normal, dry, oily, and combination (of dry and oily).

Normal skin looks fresh and is usually clear of blemishes. Normal skin is evenly smooth and is free of oil and dryness.

Dry skin often looks flaky, chapped, rough, dry, taut (pulled tight), and dull.

Oily skin has a wet, shiny look. There is often flakiness around the nose which is due to oil drying on the surface of the skin. The nose, forehead, and chin are oily within an hour after the face is cleaned. People with oily complexions usually have whiteheads and blackheads due to clogged pores.

Combination skin is oily on the forehead, nose, and chin and is dry on the other areas of the face.

Facial skin can be cleansed in two ways:

--Use a facial or mild soap and water
--Use a cleansing cream

For Dry Skin: Wash the face twice a day using a soap for dry skin or using a cleansing cream.

For Oily Skin: Wash the face often with a soap made for oily skin.

For Combination Skin: Care for the oily parts of the face using the same procedures for cleaning oily skin. And care for the dry parts of the face using the same procedures for cleaning dry skin.

Skin Problems

Teenagers and some adults have problems with blemishes or acne. These skin problems may have several causes:

--the collection of dirt and oil in the pores of the skin
--bacterial growth
--stress and tension
--hormonal changes occurring in the body
--heredity

Steps to avoid skin problems:

--Eat right. A balanced diet is important. Cut down on rich foods. Foods such as potato chips, candy, french fries, etc. are high in oils and provide very little nutrition.
--Rest properly and get plenty of exercise.
--Drink plenty of water every day.
--Learn to relax and handle stress in creative ways.
--Wash or properly clean your face frequently.
--Do not touch your face any more than necessary. Hands are dirt carriers.

If you follow all the steps given here and still have a skin problem, ask your family doctor or school nurse for help.

Using Makeup

Makeup is used by teenagers of both sexes. Girls may use a liquid or cream foundation as a makeup base. Guys may use makeup as a cover for blemishes. Makeup should be chosen to match skin tone. Persons with oily skin should use a water-based makeup to avoid extra oil. Each person must select the type of makeup that will be appropriate for him/her.

A trained cosmetic specialist can provide information about the kinds and amounts of makeup to wear in order to make a person look natural and well-groomed.

Body Care

Bathing daily removes dirt, bacteria, and body oils. You will feel better, look better, and smell better.

Instruction Sheet I, (page 3)

If you do not perspire heavily, use a deodorant under your arms to prevent unpleasant underarm odor. A deodorant controls odor by killing the bacteria on the skin. The underarm deodorant allows you to perspire normally.

If you perspire heavily under your arms, use an antiperspirant. An antiperspirant closes the pores which reduces or stops perspiration and prevents unpleasant underarm odor.

Read the product label to be sure you are buying an antiperspirant or a deodorant.

*Adapted from the following publication: Human Development, "Personal Appearance and Grooming," Module HD-2, The Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education, Frankfort, KY 40601.

Student Self-Check I

SKIN AND BODY CARE

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. ____________________ skin looks fresh, is evenly smooth, and is free of oil and dryness.

2. ____________________ skin may look flaky, chapped, rough, and dull.

3. ____________________ skin has a wet, shiny look.

4. ____________________ or ____________________ can be used to cleanse facial skin.

5. Name three possible causes of acne.

6. Bathing the body removes ____________________ and ____________________.

7. ____________________ is a substance which closes the pores and reduces or stops perspiration as well as odor.

8. List four things you can do to avoid facial skin problems.

9. A bath or shower should be taken ____________________.

10. ____________________ makeup is used by persons with oily skin.

Instruction Sheet II

CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS

General care of the skin and body is important to good health and body cleanliness. However, skin and body cleanliness is not enough. Attention should be given to the care of the hair, mouth, hands, and nails. These areas of the body need specific care in order to produce a pleasing appearance as well as promote good health.

Hair care

Healthy, clean, shiny, and well-cut hair is the beginning and the basis of a good hairstyle. There are many types of hair: oily, dry, normal, curly, fine-textured, coarse-textured, etc. You need to know what type of hair you have in order to take care of it.

Healthy looking hair will require you to:

1. Shampoo regularly. You should shampoo your hair at least once a week. Your hair may need to be shampooed more frequently depending on how oily it is.

2. Use a creme rinse or a conditioner to help reduce tangles and static electricity. Follow directions on the product label.

3. Brush and comb your hair regularly to help remove dust and dirt from your hair. Brushing and combing will also stimulate the scalp and distribute the natural oil through your hair.

4. Trim your hair periodically to remove dry, split ends.

Some flaking of the scalp is normal. If flaking is severe, the condition is called dandruff. Use an over-the-counter dandruff shampoo or rinse to control the problem. If this does not help, consult your family doctor.

The hairstyle you choose will depend on the latest styles, what pleases you and what looks good on you. Natural parts, the shape of your face, and cowlicks sometimes limit the style you can wear. Consult a hair stylist to recommend the best style for you.

Oral Hygiene

The care of the mouth and teeth is called oral hygiene. Practicing good oral hygiene will help prevent decay of your teeth and will help you have a pleasant breath. Observe the following points for good oral hygiene.

Instruction Sheet II, (page 2)

1. Brush your teeth after every meal if possible. Use a toothpaste which says on the label that it is nonabrasive (won't scratch the enamel of your teeth) and contains flouride (a substance that helps prevent decay.)

2. Clean between your teeth daily with dental floss. Dental floss is a loosely twisted thread used to clean between the teeth. Flossing not only cleans the teeth; it also helps prevent gum disease caused from improper cleaning.

3. Eat the right kinds of food. Avoid carbonated beverages, candies, and sweets. These promote tooth decay.

4. For a fresher smelling breath, use a mouth wash. If you continue to have bad breath after using a mouth wash, consult your dentist. There may be tooth decay or a gum infection that needs special attention.

5. See your dentist twice a year. He/she will clean your teeth, check for cavities, and advise you if your gums need special care. Your dentist can also determine whether your teeth need straightening.

Washing Your Hands

Wash your hands often during the day. Be sure to wash them before eating and handling food, after using the toilet, and after any contact with people who are sick with colds or other infectious illness or condition.

Care of Nails

1. Clean under the nails with a nail file daily.

2. Manicure the fingernails weekly.

3. Every two to three weeks give your feet a pedicure. A pedicure helps your feet feel more relaxed and your shoes feel more comfortable.

Student Self-Check II

CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. Trimming the hair periodically removes ________________.
2. Flossing your teeth regularly will help prevent ________________.
3. The care of the mouth and teeth is called ________________.
4. You should shampoo your hair at least ________________.
5. Clean between your teeth daily with ________________.
6. It is recommended that you visit a dentist ________________.
7. Your fingernails should be manicured ________________.
8. Brushing and combing your hair regularly will remove ________________.
9. ________________ in a toothpaste helps prevent tooth decay.
10. Clean under the nails with a nail file ________________.

Instruction Sheet III

CLOTHING SELECTION AND CARE

The clothes you wear say something about the way you feel about yourself. The color and types of clothing that you select often reflect your personality--bubbly and bright, sporty, reserved, shy, etc. Your clothing choices should be based on several things:

--your needs
--your personality
--your activities
--the climate

Some points to keep in mind when selecting clothes are listed below:

1. Buy and/or make clothes that you can mix and match. This allows you to be able to make several outfits from a few pieces of clothing.

2. Buy clothes that are of a good quality. Check for the following:

    --Seams are well-sewn.
    --Fasteners are attached securely.
    --The garment hangs evenly when worn.
    --The garment is free of stains or flaws.

3. Choose basic styles as the basis of your wardrobe. Basic styles can be "dressed up" or "dressed down" depending on the occasion.

4. Choose a few basic colors so that you can mix and match. Choose colors that complement your natural coloring.

5. Choose accessories such as belts, necklaces, scarves, etc., that can be worn with several outfits.

6. When buying clothes, be sure to try them on before you purchase them. This will avoid the problems of returning the merchandise or keeping items that you don't really like.

7. Choose clothing that meets your needs. Avoid buying garments that you will not wear very often.

8. Choose clothes that are easily cleaned. Clothes that must be dry-cleaned become more costly than their purchase price.

It is important to keep your clothes clean. Check your outer clothing for cleanliness before wearing. Be sure that the garment is free of soil and body odor. Change your underwear daily. This will keep you fresh smelling and make you feel better too. Follow the care instructions on the label of the garment in order to keep your clothes looking the very best.

Student Self-Check III

CLOTHING SELECTION AND CARE

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

List four points to keep in mind when selecting clothing for your wardrobe.

Instructor's Final Checklist

DEMONSTRATE ACCEPTABLE PERSONAL APPEARANCE AND HYGIENE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed the test about Personal Appearance and Hygiene with 80 percent accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, DEMONSTRATE ACCEPTABLE PERSONAL APPEARANCE AND HYGIENE.

Your instructor will provide a test about personal appearance and hygiene. Complete the test.

Module ABSS-6.10

Agribusiness Supplies and Services

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

INTRODUCTION

The relationship between the employer and employee is very important in efficient and productive functioning of a business. Good communication is essential to a good relationship. More employees are fired for poor human relations than for lack of technical knowledge or for any other reason. In this module you will learn about maintaining good employer-employee relations.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about employer-employee relations, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MAINTAINING EMPLOYER-EMPLOYEE RELATIONS,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, MAINTAINING EMPLOYER-EMPLOYEE RELATIONS.

3. OBSERVE your teacher and/or other person role play showing both the correct and incorrect procedures in maintaining employer-employee relations,

   (or)____

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or handicap. This publication was developed by or under the supervision of the Kentucky Department of Education, Office of Vocational Education, Division of Support Services, Curriculum Development Unit and was printed with state funds.

Instruction Sheet I

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

The basis of employer-employee relations is human relations. Human relations is how well people get along with each other. Certain actions improve human relations; others cause conflicts. It is important that both the employer (manager) and employee contribute to good human relations.

Skills and Understandings Needed By Employees

The following skills and understandings will help employees get along with employers and to succeed on the job.

Basic Human Understanding

Realize that each person is different and treat each person as an individual. Recognize that human behavior is unpredictable. Take responsibility for your actions and decisions rather than blaming someone else. Be loyal to your employer and fellow workers. Seek raises and promotions based on your own merit rather than politics or personal favors. Help build the morale of the business.

Important Employee Skills

--Do your job carefully, accurately, and efficiently.
--Cooperate with others.
--Stay busy doing constructive work.
--Learn to clearly and concisely present your ideas.
--Learn to know yourself and gain self-conficence by knowing what you are to do and how to do it.
--Learn the line of authority and follow it.
--Desire success and work hard to achieve it.

Desirable Traits of Employees

--Employees should be enthusiastic, especially about work.
--Employees should be honest, dependable, and hardworking.
--Employees should be willing to look for work and should stick to a job.
--Employees should have a sense of humor, be loyal, and have tact and courtesy.
--Employees should be friendly, have a sense of fair play, and be cooperative.

These traits can be improved. Look for weaknesses in yourself or ask others for suggestions. Take one trait and work on it until you are satisfied.

More ideas for improvement will take self control and hard work, but you will be rewarded for your improvement. In many cases, just being a better person is a good reward.

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What Employers Expect

Employers expect employees to:
--Be on time
--Be regular in attendance
--Follow business rules and policies
--Have respect for authority
--Be well groomed
--Be properly dressed
--Improve on the job

Employers will often emphasize some of these expectations more than others. For example, proper dress is more important for an employee who meets the public than for one who unloads fertilizer.

Skills Needed By Employers

The employer, boss, manager or similar title, needs a variety of skills to work with and to assist employees in their work. The following characteristics are all important and are not necessarily in the order of importance.

--Good employers understand the ideas, backgrounds, and feelings of employees. They work at understanding their employees.

--Good employers are good decision makers. They ascertain all the facts and use good judgement in making decisions. Their decisions are generally considered fair to all parties. They avoid taking sides or making biased judgements.

--Employers should enjoy working with other people and be willing to cooperate. They should get along well with others.

--Employers should demonstrate emotional stability. It is difficult to deal with someone who is high one minute and down the next. They should act similar in similar situations and treat different individuals with similar respect.

--Employers should have high standards for themselves. They should have personal integrity so that everyone can believe what they say. They are honest in what they say and do. They are dependable in their actions and available when needed. Employers should be ambitious and encourage ambition in their employees. They must have goals and be motivated to achieve them.

--Employers should have the courage to make decisions and try new things, even when some of their actions may be unpopular. They should trust their own judgement and, therefore, show self-confidence.

Employers' Attitudes About Employees

Some employers believe that employees are basically good. This attitude encourages employees to be motivated to want to work and improve the business.

Other employers believe that employees are basically bad or incompetent. Under these circumstances, employees may not be motivated to work or have the best interest of the business at heart.

Naturally these two types of employers will treat employees differently. Both will find that not all employees are the same and that you cannot manage all employees in the same way all the time.

Management Styles

Just as each person is different and learns differently, managers have different styles. Most management experts agree that no one management style is best for all situations. While no two managers are exactly alike, most operate in one of the following management styles much of the time.

Effective managers use the best style for a given situation. They are flexible and willing to change. The effective manager communicates with employees about decisions, the situation, methods of doing things, and then thanks employees for doing a good job.

Democratic Style

The democratic manager encourages workers to participate in decision making. The manager may make the decision but has received input from the workers and shares the decision with the workers.

Being involved in making decisions motivates many workers and makes them feel better about their job. Many workers prefer the democratic style, but some dislike it. Involving workers in decision making may slow the process and detract from other work. The democratic style works better with higher level and better trained workers. Managers that think workers are generally good may tend to use the democratic style.

Autocratic Style

The autocratic manager is considered to be the "typical old fashioned boss". The autocratic manager tells the workers exactly what to do and tends to have little interest in their ideas. The manager will make most decisions often without checking with those affected. The decision is often announced as an edict (or given like an order in the army).

The autocratic style is efficient and saves time in decision making. What is to be done is generally clear. Autocratic managers feel that they know better than the workers what needs to be done.

Usually only a minority of workers prefer an autocratic style. Autocratic style tends to limit motivation and personal improvement in the job by the workers. The autocratic style may work well in some situations like the military or in an emergency, or wherever a quick response is necessary. The autocratic style may be necessary for part-time workers such as those employed at fast-food restaurants.

Open Style

The open style manager lets the workers to do their thing with little or no direction. Employees are generally given broad instructions but are left to carry out the work on their own. Each worker generally has a specific job or area to work in so as not to interfere with others.

Open style management works best with experienced and professional workers. It is also helpful if the business is one in which rapid change is the rule. However, the open style may also lead to confusion and disarray, thus limiting its usefulness in many businesses.

Student Self-Check I

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Human relations is how well we get along with each other.
2. (True or False) It makes employees feel better if a manager is not a good decision maker.
3. (True or False) Good managers take sides on most issues.
4. (True or False) Employers should have high standards for themselves.
5. (True or False) Employers should avoid unpopular decisions so as not to upset employees.
6. (True or False) It is good to get a job that uses your weaknesses so you can improve.
7. (True or False) The open style of management gives the most direction to workers.
8. (True or False) Effective managers thank employees for doing a good job.
9. (True or False) Each person should be treated as an individual.
10. (True or False) An employee should be enthusiastic.

Instructor's Final Checklist

MAINTAINING EMPLOYER-EMPLOYEE RELATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about maintaining employer-employee relations with at least 80% accuracy	☐	☐	☐

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, MAINTAINING EMPLOYER-EMPLOYEE RELATIONS.

Your instructor will provide a test about maintaining employer-employee relations. Complete the test.

Module ABSS-11.09

Agribusiness Supplies and Services

MAINTAINING INVENTORY CONTROL SYSTEMS

INTRODUCTION

If a business is to adequately serve its customers' needs, it must maintain an adequate supply of merchandise from which the customers can buy. This supply of merchandise is referred to as the inventory. In this module, you will learn how businesses maintain an adequate supply of merchandise (inventory) by using a card file or computer inventory control system. As a future employee, you need to know how to assist in maintaining the inventory control system used by your business.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about maintaining inventory control systems, complete the test with at least 80 percent accuracy.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, A LOOK AT INVENTORY CONTROL SYSTEMS,

   (or)____

2. READ Instruction Sheet II, METHODS OF INVENTORY CONTROL,

   (or)____

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, METHODS OF INVENTORY CONTROL.

4. LISTEN and OBSERVE as your instructor or other person discusses and demonstrates how to maintain file or stock record cards,

   (or)____

5. READ Instruction Sheet III, THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM,

   (or)____

6. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM.

7. READ Instruction Sheet IV, USING THE COMPUTER FOR INVENTORY CONTROL,

   (or)____

8. CHECK YOUR KNOWLEDGE by completing Student Self-Check III, USING THE COMPUTER FOR INVENTORY CONTROL.

9. READ Instruction Sheet V, STARTING A PERPETUAL INVENTORY SYSTEM,

   (or)____

10. CHECK YOUR KNOWLEDGE by completing Student Self-Check IV, STARTING A PERPETUAL INVENTORY SYSTEM.

11. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

A LOOK AT INVENTORY CONTROL SYSTEMS*

The largest dollar investment most businesses have is their inventory. Inventory is the merchandise that they purchase to sell to their customers. If the business is to protect this large investment, a method must be used to describe how much is on hand, how much has been ordered, the value of merchandise purchased and how much has been sold. To keep this information available, a record keeping system called INVENTORY CONTROL is set up.

To maintain efficient control of inventory, businesses use either one or a combination of the following two methods:

1. A physical inventory is an actual count of merchandise on hand at a particular time.
2. A perpetual inventory is a merchandise count that is regularly updated from information collected from purchase orders, receiving documents, sales, and returns.

If the business has an efficient inventory control system set up, the following information can be obtained from it.

1. Dollars invested in inventory.
2. Data concerning what merchandise sells and does not sell.
3. Stock level of merchandise at any specified date.
4. What items need to be reordered to maintain an adequate on hand supply.
5. Data concerning what items need to be used for sales promotions.
6. Information to simplify the ordering of merchandise.

With the introduction of the computer as an inventory control aid, businesses have been able to better maintain control of their merchandise. They have also been able to better maintain "perpetual inventories."

Before the introduction of computers, perpetual inventories were and are still maintained on file or stock record cards which require the entering of the following information by hand: 1) purchases made, 2) merchandise sold and 3) merchandise returned by customers. Also, before a perpetual inventory is set up, the business has to take a physical inventory.

In summary, an inventory control system is set up by businesses for the purposes of:

1. Maintaining an adequate supply of merchandise to serve the needs of customers.

2. Protecting the supply of merchandise from shrinkage.
3. Helping the business acquire knowledge of what merchandise is selling and what merchandise is not selling.

*Adapted from: Maintaining Inventory Control Systems, Module R-20, Retailing. Frankfort, KY: Kentucky Department of Education, 1983.

Instruction Sheet II

METHODS OF INVENTORY CONTROL*

The two methods of stock control or inventory control are:

(1) dollar-control method
(2) unit-control method

In the dollar-control method, the business person takes a physical inventory at frequent intervals, calculates his/her book inventory or perpetual inventory, and checks the physical inventory against the planned stock or inventory figures. In the dollar-control method, inventory is expressed in dollars. The dollar-control method tells the business person whether actual stock is too high or too low in relation to the planned stock or inventory figure. This method does not give any specific information about items that are in stock, out of stock, or slow-selling.

In the unit-control method, a business person records the stock by units of merchandise on stock record cards for each item of merchandise. The unit-control method provides essential information:

(1) when items are needed
(2) when items are slow-selling
(3) when stocks or inventory are well-balanced
(4) when items out of stock will affect sales

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*Adapted from: Maintaining Inventory Control Systems, Module R-20, Retailing. Frankfort, KY: Kentucky Department of Education, 1983.

Student Self-Check I

METHODS OF INVENTORY CONTROL*

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

Select the best response in the following items.

1. A systematic plan for recording and reporting types and quantities of merchandise on hand on on order is known as: (a) inventory control, (b) dollar-control method, (c) unit-control method, (d) purchase requisition.
2. When a business person records merchandise by units on file or stock cards, he/she is using: (a) inventory control, (b) dollar-control method, (c) unit-control method, (d) security control.
3. When a business person takes a physical inventory, calculates his/her perpetual inventory, and checks the physical inventory against the planned inventory figure, he/she is using: (a) security control, (b) dollar-control method, (c) unit-control method.
4. Which one expresses inventory in dollars? (a) security control, (b) dollar-control method, (c) unit-control, (d) inventory control method
5. Which one expresses inventory in units? (a) stock control, (b) dollar-control method, (c) unit-control method, (d) inventory control method

Mark the following answers as True or False.

6. (True or False) The dollar control method helps keep the proper inventory of specific items of merchandise.
7. (True or False) Stock must be checked frequently and accurately.
8. (True or False) Inventory control will simplify the ordering of merchandise.
9. (True or False) The unit-control method tells the business person whether the inventory is too high or too low.
10. (True or False) The dollar-control method tells the business person when items are needed.

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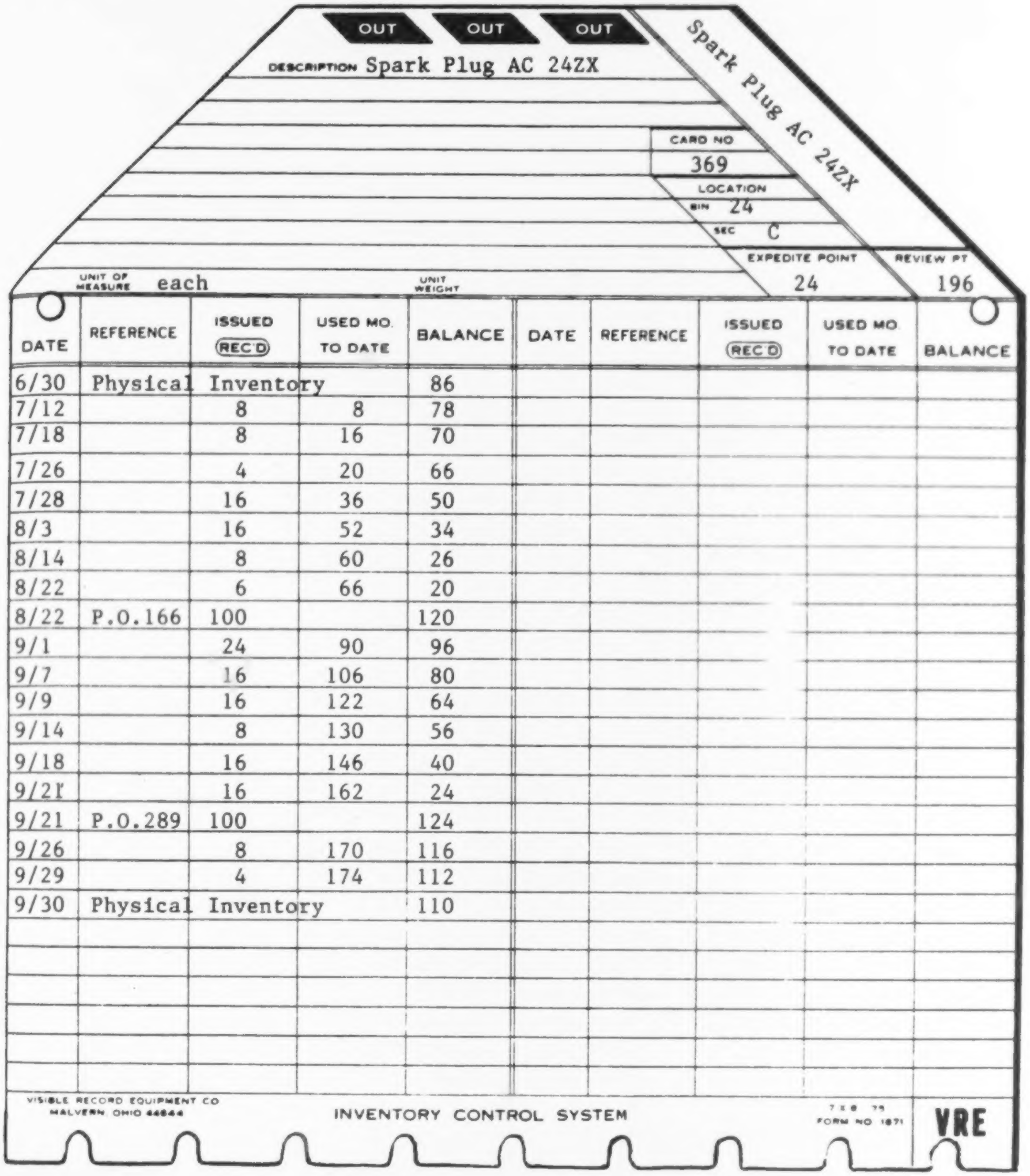
*Adapted from: Maintaining Inventory Control Systems, Module R-20, Retailing. Frankfort, KY: Kentucky Department of Education, 1983.

Instruction Sheet III

THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM*

In some unit-control systems, a file or stock record card is kept on each item of merchandise and is recorded on the card by units and not by dollars. Given below is an example.



OUT OUT OUT

DESCRIPTION Spark Plug AC 24ZX

Spark Plug AC 24ZX

CARD NO 369

LOCATION

BIN 24

SEC C

EXPEDITE POINT 24

REVIEW PT 196

UNIT OF MEASURE each

UNIT WEIGHT

DATE	REFERENCE	ISSUED (REC'D)	USED MO. TO DATE	BALANCE	DATE	REFERENCE	ISSUED (REC'D)	USED MO. TO DATE	BALANCE
6/30	Physical Inventory			86					
7/12		8	8	78					
7/18		8	16	70					
7/26		4	20	66					
7/28		16	36	50					
8/3		16	52	34					
8/14		8	60	26					
8/22		6	66	20					
8/22	P.O.166	100		120					
9/1		24	90	96					
9/7		16	106	80					
9/9		16	122	64					
9/14		8	130	56					
9/18		16	146	40					
9/21		16	162	24					
9/21	P.O.289	100		124					
9/26		8	170	116					
9/29		4	174	112					
9/30	Physical Inventory			110					

VISIBLE RECORD EQUIPMENT CO
MALVERN, OHIO 44644

INVENTORY CONTROL SYSTEM

7 X 8 75
FORM NO 1871

VRE

Glossary of Data Used on File or Stock Record Card

Description Item--the name and description (number, etc.) of the merchandise.

Expedite Point or Minimum--the minimum number of units to be kept in stock.

Review Point or Maximum--the maximum number of units to be kept in stock.

Date--the date that information is recorded on the card.

Physical Inventory--the number of units in stock when a physical inventory is taken.

P.O. (Purchase Order)--the number of units on purchase orders from suppliers.

Purchases On Back Order--the number of units on order from suppliers that will be received at a later date.

Issued or Sales--the number of units that have been sold.

Balance or On Hand--the number of units that are in stock on any given date.

File stock record cards are used for perpetual inventory or book inventory. This perpetual inventory or book inventory provides information about the condition of stock at any time.

File or stock record cards should be kept accurately and neatly. Even though extreme care is used in keeping the file or stock record cards, errors will occur. The errors will not be seen until an actual physical inventory is taken. The actual physical inventory will show a true condition of the stock, and the file or stock record cards will have to be corrected. If the physical inventory shows more in stock than the file or stock record card shows, this is known as overage. If the physical inventory shows less in stock than the file or stock record card shows, this is known as a shortage.

File or stock record cards as a tool for maintaining perpetual inventory control systems are being replaced by computerized inventory control systems. By using a computer, more details can be kept, and the information can be more thoroughly and accurately analyzed.

*Adapted from: Maintaining Inventory Control Systems, Module R-20, Retailing. Frankfort, KY: Kentucky Department of Education, 1983.

Student Self-Check II

THE FILE OR STOCK RECORD CARD PERPETUAL INVENTORY CONTROL SYSTEM

Directions: Match the terms to their definitions. Write your answers on another sheet of paper. Check your answers according to the procedures established by your instructor.

A. Description or item
B. Stock number
C. Review point or maximum
D. Expedite point or minimum
E. Date
F. Physical inventory
G. P.O. (Purchase Order)
H. Purchases on back order
I. Issued or sales
J. Balance or on hand
K. Years in business

______ 1. The number of units that are in stock on any given date.

______ 2. The name of the merchandise.

______ 3. The date that information is recorded on the card.

______ 4. The number of units that have been sold.

______ 5. The number of units in stock when a physical inventory is taken.

______ 6. The maximum number of units to be kept in stock.

______ 7. The number of units on order from suppliers that will be received at a later date.

______ 8. The minimum number of units to be kept in stock.

______ 9. The number of units on purchase orders from suppliers.

Instruction Sheet IV

USING THE COMPUTER FOR INVENTORY CONTROL

The computer is rapidly replacing the file or stock card method of inventory system. Many computer companies and a number of manufacturers sell software for keeping inventories. Many manufacturers sell software only to their dealers. Field representatives can demonstrate their software and make recommendations as to what you need and/or your computer's limitations.

In some large businesses the inventory control process may be divided among several employees. Some may specialize in various aspects of inventory control and analysis. Since many agricultural businesses are small, salespersons may also handle the inventory control.

In some businesses, each employee records information directly into the computer. Other businesses require that the information be recorded and passed to a second person for computer entry.

The following procedures need to be followed when entering data for computer inventory control:

1. Report accurate information on each sales transaction so that the merchandise sold can be taken out of the inventory control system.

2. Record accurate information on each item of merchandise returned by customers so that the data can be recorded in the inventory control system.

3. Record accurate physical inventory information so that it can be used for adjusting the perpetual inventory control system.

4. Record accurate data concerning any merchandise that is removed from the sales floor for such reasons as: merchandise soiled and unfit for selling or merchandise damaged and unfit for selling.

5. If the business has a computerized perpetual inventory system that is controlled by cash register terminals, ring up each sales transaction accurately, including all data that is required for maintaining the perpetual inventory control system:
   --Stock number of merchandise
   --Quantity purchased
   --Unit price

   If your business has an optical cathoderay terminal (scanner) system, you have only to properly use the wand or roll over window and the basic data will be entered on the perpetual inventory system.

6. If you remove merchandise from your department's sales floor to be transferred to another store within the business or you remove merchandise for other reasons that will reduce your store's inventory, you must properly report this data.

The largest investment in many businesses is their inventory. Poor inventory control can easily bankrupt a business.

If a perpetual inventory control system is to be effective and maintained accurately, each employee must perform their appointed data responsibilities accurately.

The perpetual inventory control system will only be as good as the data entered into the computer.

Student Self-Check III

USING THE COMPUTER FOR INVENTORY CONTROL*

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedures established by your instructor.

1. (True or False) The file or stock card is rapidly replacing the computer as an inventory system.
2. (True or False) Many manufacturers sell computer software only to their dealers.
3. (True or False) In most small agricultural businesses, inventory control will be divided among several employees.
4. (True or False) An important part of inventory control is the record of sales transactions.
5. (True or False) It is generally not necessary to keep a record of returned merchandise if you use a computer for inventory control.
6. (True or False) Physical inventories should be used to adjust the computerized perpetual inventory.
7. (True or False) If a perpetual inventory control system is to be effective and maintained accurately, each employee must perform their appointed data responsibilities accurately.

*Adapted from: Maintaining Inventory Control Systems, Module R-20, Retailing. Frankfort, KY: Kentucky Department of Education, 1983.

Instruction Sheet V

STARTING A PERPETUAL INVENTORY SYSTEM*

When starting a perpetual inventory system, you must always begin with a physical inventory of merchandise in stock. The units obtained from a physical inventory are recorded on the file or stock record cards or entered into the computer.

Next, obtain copies of purchase orders. The units on order are recorded on the file or stock record cards or entered in the computer.

Obtain copies of invoices to find out whether the merchandise that was ordered was received. Compare the units received to the units that were ordered. If there is a difference between what was ordered and what was received, you may adjust the file or stock records or change the entry in the computer. If the invoice shows merchandise that was placed on back order, record the number of units on the file or stock record cards or enter changes in the computer.

Next, obtain records showing what merchandise has been sold. Examples of records that show what merchandise has been sold are sales checks, price tickets, reserve requisitions, and cash register tapes. When recording the number of units that have been sold, record sales on the file or stock record card or enter changes into the computer.

Sales checks are prepared in duplicate for every sale. The duplicate copy is used to record the information on the stock record card.

Price tickets are used that have two parts. One part is torn off the price ticket to record information on the stock record card, and the other part is left on the item for the customer.

Reserve requisitions are used when individual sales are not recorded. The units of individual items are requisitioned from reserve stock for the selling floor. The units are subtracted on the stock record cards as if the items have been sold. Reserve requisitions are usually used in large retail establishments.

Cash register tapes are used to record information when a sale is made on a cash register. The sales are recorded in duplicate. One copy is given to the customer, and the other copy is used to record information on stock record cards.

Lastly, obtain copies of credit slips that have been issued to customers for merchandise that has been returned. The units of returned merchandise is subtracted from sales on the stock or file record cards or entered in the computer.

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*Adapted from: Maintaining Inventory Control Systems, Module R-20, Retailing. Frankfort, KY: Kentucky Department of Education, 1983.

Student Self-Check IV

STARTING A PERPETUAL INVENTORY SYSTEM

Directions: Number the following items in the order according to the way they should be done when you are starting a perpetual inventory system. Write your answers on a separate sheet of paper. Check your answers according to the procedures established by your instructor.

1. _______ Take a physical inventory.
2. _______ Obtain credit slips.
3. _______ Obtain copies of purchase orders.
4. _______ Obtain copies of sales records.
5. _______ Obtain copies of invoices.

Instructor's Final Checklist

MAINTAINING INVENTORY CONTROL SYSTEMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about maintaining inventory control systems with at least 80 percent accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, MAINTAINING INVENTORY CONTROL SYSTEMS.

Your instructor will provide a test about maintaining inventory control systems. Complete the test.

Agribusiness Supplies and Services

OPERATING CALCULATING MACHINE TO TOTAL SALES

INTRODUCTION

Operating a calculating machine is similar to operating an electronic cash register which is used to total sales. The keyboards on both types of machines are similar, and both will total sales. In this module you will learn how to operate a calculating machine to total sales.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given five lists of sales figures, total each using a calculating machine, without error.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, OPERATING CALCULATING MACHINE TO TOTAL SALES, (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, OPERATING CALCULATING MACHINE TO TOTAL SALES.

3. OBSERVE your teacher or other person demonstrate the correct procedure in operating a calculating machine in totaling sales.

4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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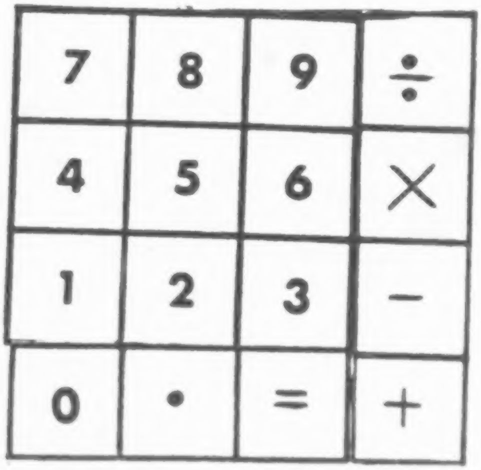
Instruction Sheet I

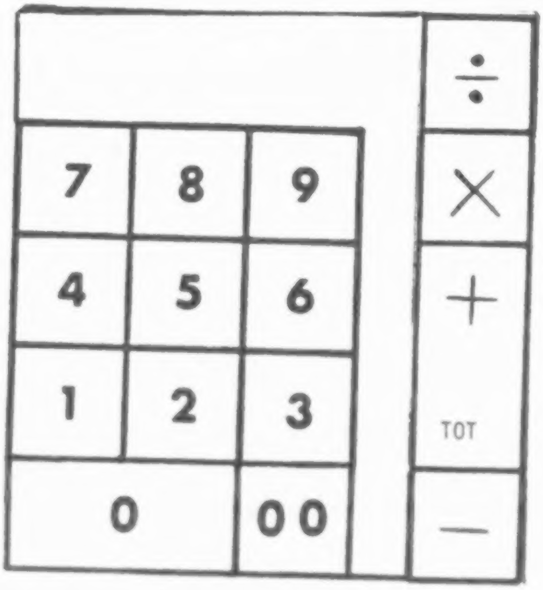
OPERATING CALCULATING MACHINE TO TOTAL SALES

The keyboards of most calculating machines are similar in design. The standard keyboard has keys numbered zero through nine, an equal sign, and keys for division, subtraction, multiplication, and addition. There may be a double and/or triple zero key.

Some calculators can be set with an automatic decimal. For adding dollars and cents the decimal can be set two digits from the right.

Many calculators will calculate square root percentages, or even store figures in memory. Study the instructions if you need to use such special functions.





Notice that both keyboards have 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. The higher numbers are at the top. The right keyboard also has a 00. The left keyboard has a decimal below the 2. The right keyboard does not have a decimal, so it would have another method of setting the decimal. The decimal may be set with a knob or have a slide that sets it. The left keyboard has an equal (=) key which totals the transaction. The right keyboard uses the + or total (TOT) key, which is larger than the other keys, to total. Both keyboards have an addition key (+), subtraction key (-), multiplication key (x), and division key (÷).

Instruction Sheet I, (page 2)

Total the following daily transactions on a calculator. Merchandise returns are shown as minuses. Put your answers on a separate sheet of paper.

A. $ 102.06
9.61
18.72
6.54
-9.61
48.29
13.11
29.36
54.47
7.20

B. $ .29
4.61
86.52
7.00
32.89
9.24
46.33
73.69
12.03
109.18

C. $ 5.63
.02
64.00
523.91
15.00
95.55
-68.39
65.26
88.50
4.28
72.50

D. $48.00
61.89
96.65
3.48
82.17
8.00
87.12
88.34
2.17
17.89

E. $ 7
13.21
6.53
.39
189.76
27.32

Did you notice that the first and third column from the left have a minus figure in them? Notice that the seven in the last column on the right starts with a seven that does not have a decimal. A number without a decimal as this should be a whole number or $7.00.

The answers are: A. $279.75 B. $381.78 C. $866.26 D. $495.71 E. $244.21

Student Self-Check I

OPERATING CALCULATING MACHINE TO TOTAL SALES

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) The higher numbers are at the top of the keyboard.

2. (True or False) The numbers on the calculator are zero through 9.

3. The key with = symbol is the ________________ key.

4. The key with + symbol is the ________________ key.

5. The key with - symbol is the ________________ key.

Answer problems six through ten by adding each column.

6.	7.	8.	9.	10.
$176.21	$ 65.96	$ 96.56	$589.65	$ 28.31
4.83	2.89	29.65	.26	8.32
35.26	.56	3.52	85.45	523.41
554.85	22.22	125.56	6.56	1.15
5.57	85.38	6.35	58.12	344.27
87.65	.97	248.85	178.21	5.17
651.12	8.66	24.64	931.13	75.75
.24	95.59	7.47	83.57	298.52
459.80	92.95	232.84	447.53	85.66
9.00	326.56	5.81	8.16	17.25
18.21	18.65	654.87	191.11	617.28
512.14	.81	.54	642.46	
2.17	3.56		12.64	
51.46	123.71		6.51	
	36.28		821.48	

Instructor's Final Checklist

OPERATING CALCULATING MACHINE TO TOTAL SALES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
Using a calculating machine, student totaled five columns of sales figures without error	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, OPERATING CALCULATING MACHINE TO TOTAL SALES.

Your instructor will provide a calculating machine and five columns of sales figures. Total each column.

Module ABSS-12.24

Agribusiness Supplies and Services

USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER

INTRODUCTION

One of the most important functions of many agricultural businesses is determining part numbers for customers. Part numbers are usually determined by finding the number on the part, in a parts catalog, on microfiche, or by using a computer. Many businesses are switching away from parts catalogs to microfiche. In this module you will learn about using parts catalogs or microfiche to determine part numbers.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given the year, make, and model number of three pieces of equipment, as well as catalog pages, supply the correct parts information for each.

Given two microfiche film examples, answer the questions correctly.

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, USING PARTS CATALOG TO DETERMINE PART NUMBER,

   (or)____

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, USING PARTS CATALOG TO DETERMINE PART NUMBER.

3. READ Instruction Sheet II, USING MICROFICHE TO DETERMINE PART NUMBER,

   (or)____

4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, USING MICROFICHE TO DETERMINE PART NUMBER.

5. OBSERVE your teacher or other person demonstrate the correct procedure for using a parts catalog or microfiche to determine part numbers,

   (or)____

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

USING PARTS CATALOG TO DETERMINE PART NUMBER*

Most companies that distribute parts have developed a system for numbering the parts. This system usually starts with a model number for a tractor, small engine, appliance, etc. Each digit or series of digits may indicate something about the type of subcomponents, such as the kind of transmission on a tractor or the color of paint.

While the system of each company may be a little different, most companies' parts catalogs are similar. The following example pages taken from Zenith: Service Parts and Carburetor Applications will help you learn to determine part numbers. The first page, titled "Contents," lists the sections in the catalog. The second page, titled: "How to use your parts catalog," explains the three sections of the catalog.

Facet **Zenith**

CONTENTS

How to Use Your Parts Catalog

Section 1: Customer Applications

Section 2: Illustrations

Series or Model	Page	Series or Model	Page
11ADX12	2	67 Series	16
11ADX12RP	3	68 Series	17
12 Series	4	69 Series	18
22AX8	5	72 Series	19
28 Series	6	73JXX9 Model	20
28ADA-10	7	87 Series	21
16 Series (w/pump)	30	228 Series	22
14 & 16 Series (w.o./pump)	31	261 Series	23
29-11, -12, -14 Series	8	263M2E11-E12 Models	24
29-16 and 129-16 Series	9	263M2E14-E16 Models	25
29D (Duplex) Series	10	267 Series	26
61 & 161 Series	11	1310 Series	32
61S Series	12	1408 Series	27
62 & 162 Series	13	TU Series	28
63 & 63M-10, -11, -12 Series	14	TU 4C Series	29
63-14 & 73-16 Series	15		

Section 3: Specifications and Service Parts

Facet **Zenith**

HOW TO USE YOUR PARTS CATALOG:

Section 1: Customer Applications
This is an alphabetical listing of manufacturers that are using Zenith Carburetors on their original equipment. The manufacturer's Part Number is also listed along with the Karb Kit, Gasket Set, Fuel Valve and Seat, and the Service Replacement Carburetor. The replacement carburetor is suggested for use when the production carburetor is not immediately available.

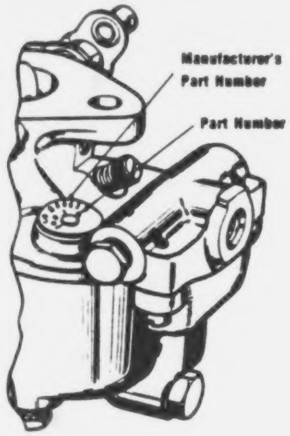
Section 2: Illustrations
This section contains all carburetor illustrations (exploded views) showing the relation of parts. The parts illustrated are typical in appearance and may not look exactly like the part required. The Exploded View of each carburetor model shows a line Reference Number for all major service parts listed in the Specification Section. The Part Number is indicated on the Exploded View when it is common to the model group. Certain part numbers contain more than one part. The following is a list of these numbers:

C21—Throttle plate and screws
C29—Throttle shaft, throttle lever and stop assembly
C229—Throttle shaft, throttle lever, stop lever, and other parts unique to the assembly. Some parts may not be included if they would interfere with assembly.
C46—Idle adjusting screw and spring
C85—Float and Float axle
C101—Choke plate and attaching screws
C181—Gasket Set (contains all gaskets for the carburetor which are denoted with a "G" on the exploded view.)

Karb Kit—A repair kit that includes the Gasket Set and all parts denoted with a "K" on the exploded views.

Section 3: Specification Section
This section contains a numerical listing by the Zenith part number, of all carburetors which may be in use and require servicing. To find the part number of a Karb Kit, Service Replacement Carburetor, or Service Parts for a specific carburetor:

1. Determine the Zenith Carburetor part number from the metal disc or the stamped number located on the fuel bowl cover at or near the fuel inlet. (Please note the illustration below.)

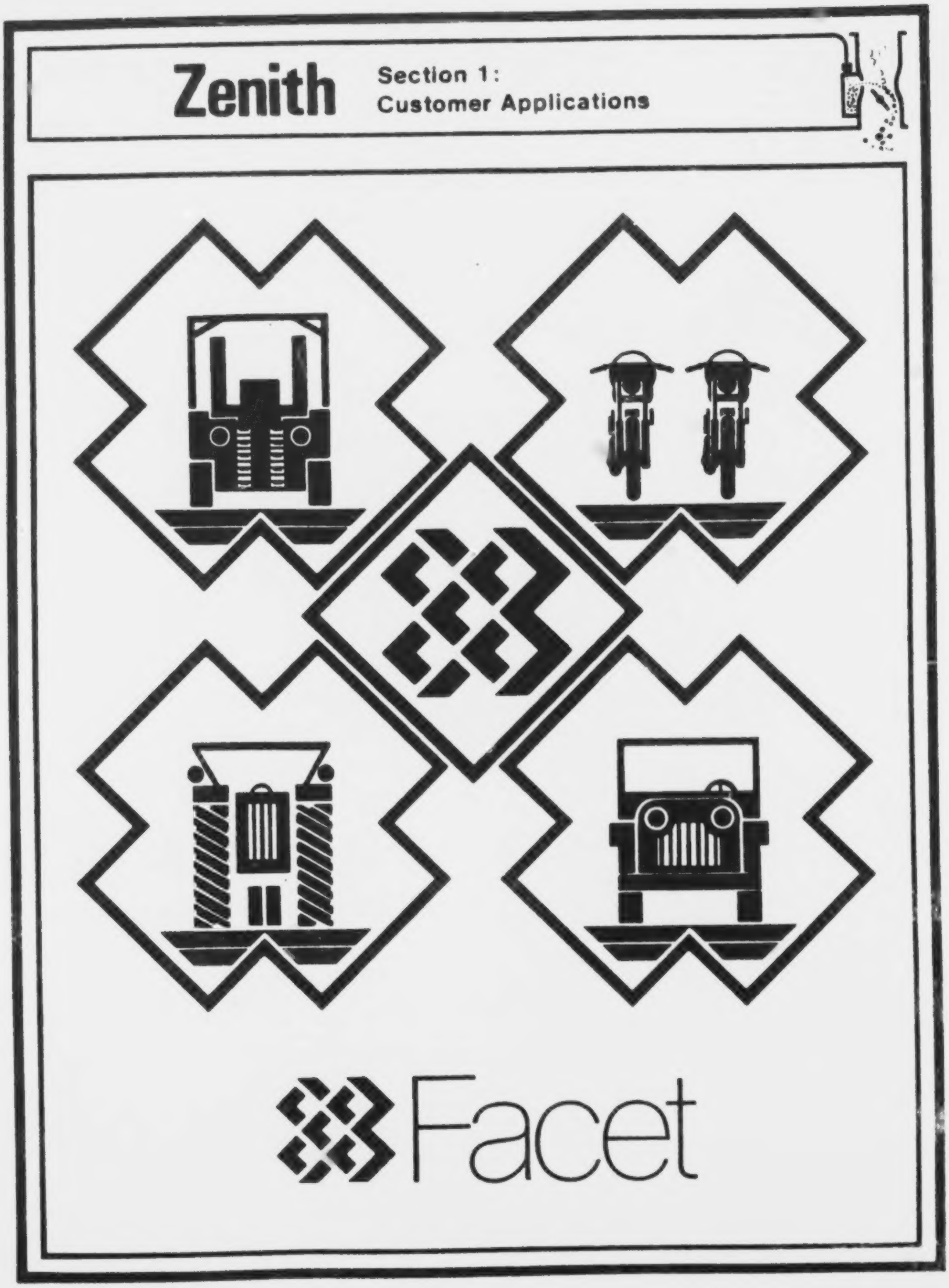


2. Refer to Section 3. Under the respective Zenith Carburetor Part in question, you will find the part number of the desired item you need.
3. Should you not find your particular carburetor listed: Write to the following address:

Facet Enterprises, Inc
Automotive Components Marketing
696 Hart Avenue
Detroit, Michigan 48214
(313) 822-7500
Attention: Technical Services

Note: Repair Parts for certified low emission carburetors are limited so as not to nullify their certification.

Instruction Sheet I, (page 4)



Zenith Section 1:
Customer Applications

Facet

Instruction Sheet I, (page 5)

Facet **Zenith** CUSTOMER APPLICATIONS

Page 1

Year	Model	Current Prod. Carb. Number	Carb. Model	Mfg. No.	Karb Kit	Gasket Set	Fuel Valve	Service Replacement Carb.
ALLIS CHALMERS								
1961-73	FC133	0-12655	68-7	4767730	K2112	C181-329	C81-17-35	
1963-74	G262	0-12893	62AJ12	4515484	K2048	C181-65	C81-1-40	
1966-71	GMB230	0-13151	267J8	4515564	K2127	C181-325	C81-1-40	0-12991
1966-73	G153	0-13153	267J8	4515463	K2127	C181-325	C81-1-40	0-12991
1966-73	G230	0-13154	267J8	4515566	K2127	C181-325	C81-1-40	0-12991
1966-73	D226	0-13161	267J9	247587	K2127	C181-325	C81-1-46	0-12991
1967-73	226	0-13294	267J9	240982	K2127	C181-325	C81-68-45	0-12991
1967-74	G2800	0-13303	62AJ12	4021808	K2048	C181-65	C81-1-40	0-11744
1967-68	G2500	0-13327	62AJ12	4022025	K2048	C181-65	C81-1-40	0-11722
1967-70	G2808	0-13343	62A12	4021806	K2048	C181-65	C81-1-40	0-11744
1968-70	G262	0-13368	62A12	4516028	K2048	C181-65	C81-1-40	0-11744
1968-70	250 C.I.	0-13414	228AX11	1146884	K2118	C181-94	C81-68-35	
1968-69	G2500 160	0-13418	73JXX9	4022765	K2166	C181-325	C81-68-35	
1970-73	250 C.I.	0-13560	228AX11	1167810	K2118	C181-94	C81-68-35	0-14475
1971-76	C153	0-13596	8267LVX9	4516566	K2196	C181-325	C81-1-40	
1971-77	G230	0-13628	8267LVX9	4516025	K2196	C181-359	C81-1-40	
1972-76	250	0-13673	228AX11	1170198	K2118	C181-94	C81-68-35	0-11475
1973-77	G153	0-13757	B68J8	4848893	K2169	C181-329	C81-66-25	
1976-77	250	0-13810	228AX11	1188608	K2000	C181-94	C81-1-35	
1977-	292	0-13815	228AX11	1300757	K2000	C181-94	C81-1-35	
CATERPILLAR TRACTOR CO.								
1958-69	500 F162ENG	0-12384	68J8	55963	K2112	C181-329	C81-17-35	0-12568
1960-67	077-D342C D343A D353B	0-12814	TU4C	7M-4046-5	K2087	C181-47	C81-67-35	
1960-77	D7, D8	0-12655	261-6	7M-6036	K2081	C181-315	C81-66-35	
1962-69	DU7	0-12776	261-6	9M-3171-5	K2081	C181-315	C81-75-35	
1962-69		0-12826	TW4C	9M-3978	K2087	C181-47	C81-67-35	
1974-75	F244 & F266 ENG.	0-13160	267J10	62610	K2127	C1818-339	C81-68-40	
FORD MOTOR CO.								
1968-76	91 C.I.D. V4	0-13346	228SAX9	C7JZ9510R	K2002	C181-94	C81-1-40	
1968-77	104 C.I.D. V6	0-13366	228SAX9	C7J29510S	K2118C181-94	C81-1-40		
1969-75	300 C.I.D	0-13458	288V12R	D7JL9510B	K2012	C181-77	C81-1-40	
1969-73	104 C.I.D V4	0-13470	228SAX9	D0JJ9510C	K2002	C181-94	C81-1-40	
1970-74	V4	0-13583	228SAX9	D3JL9510B	K2118	C181-94	C81-68-40	
1971-75	V4	0-13637	228SAX9	D1JJ9510F	K2215	C181-94	C81-1-40	
1971-74	121 C.I.D.	0-13669	228SBX9	CD1JZ9510B	K2215	C181-94	C81-1-40	
1972-74	1424 & 172 C.I.D Low Emission	0-13702	B228SB10	D4JL9510L	K2118	C181-94	C81-68-40	
1972-74	104 C.I.D.	0-13715	228SAX9	D2JL9510P	K2118	C181-94	C81-1-40	0-13773
1973-77	V4	0-13725	228SAX9	D3JI9510N	K2002	C181-94	C81-1-40	0-13773
1973	1600 C.C.	0-13740	228SAX9	D3JL9510N	K2002	C181-94	C81-68-40	0-13773
1974-77	1600 C.C.	0-13773	228SAX9	D4JL9510K	K2118	C181-94	C81-68-40	
1974-77	330, 361 390	013768	28ADA10	D4JL9510N	K2058A	C181-67	C81-68-50	0-11306
1976-77	1600	0-13798	228SBX9	D5JL9510E	K2215	C181-94	C81-68-40	
1976-77	1600	0-13806	228SBX9	D6JL9510A	K2202	C181-94	C81-68-40	
1977		0-13825	68-7	D7JL9510K	K2169	C181-329	C81-66-25	

Instruction Sheet I, (page 6)

Facet Zenith CUSTOMER APPLICATIONS

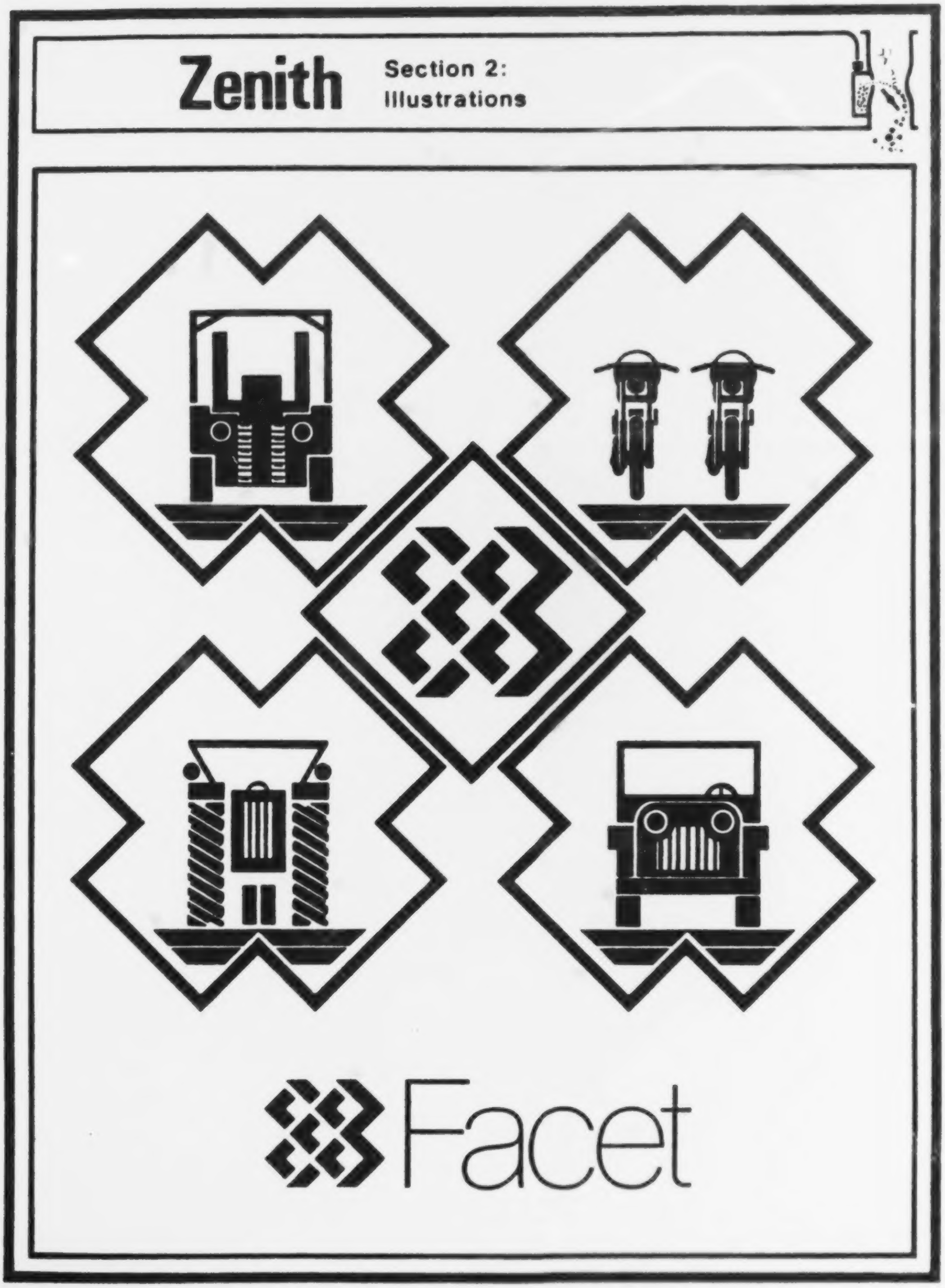
Page 5

Year	Model	Current Prod. Carb. Number	Carb. Model	Mfg. No.	Karb Kit	Gasket Set	Fuel Valve	Service Replacement Carb.
FRAZER FARM EQUIPMENT								
1973-76		0-13246	68-7	50308	K2112	C181-329	C81-1735	0-12544
GEHL CO.								
1977	1600 C.C.	0-13818	228SBX8	061555	K2008	C181-94	C81-66-35	
INTERNATIONAL HARVESTER CO. CANADA								
1972-77	232	0-13686	228SAX9	627052C92	K2117	C181-94	C81-68-45	
INTERNATIONAL HARVESTER CO.								
1958-72	GD226	e-12374	228BV12	310846R92	K2002	C181-94	C81-1-40	0-11280
1956-60	C123	0-12122	68X7	366462R94	K2112	C181-329	C81-66-35	0-12911
1959-72	UB220							
	UB264	0-12418	228BV12	305735R92	K2002	C181-94	C81-1-40	0-11280
1959-73	UB264	0-12521	228BV12	310906R91	K2002	C181-94	C81-1-40	0-11280
1960-72	UB264	0-12635	228BV12	606908C91	K2002	C181-94	C81-1-40	0-11280
1962-74	UV-401	0-12845	28ADA10	338308R92	K2056A	C181-67	C81-66-50	0-11306
1963-73	UB220	0-12910	228BV12	346933R92	K2002	C181-94	C81-1-40	
1963-76	C123	0-12911	68X7	365608R91	K2112	C181-329	C81-66-35	0-12522
1964-74	C135	0-13028	68J8	389373R92	K2112	C181-329	C81-66-35	0-12566
1965-74	UC263	0-13083	63AW10	678314C91	K2018	C181-74	C81-1-35	0-11722
1966-71	C200	0-13384	267X9	405030R91	K2127	C181-325	C81-68-45	0-12994
1969-75	WC175							
	C200	0-13465	267X9	534475R92	K2136	C181-325	C81-68-45	0-12994
1969-72	C175	0-13488	267X9	534476R91	K2127	C181-325	C81-68-45	0-13465
1969-74	UC135B	0-13542	68J8	627787C91	K2112	C181-329	C81-66-35	0-12991
1970-75	UC135B	0-13546	267JX9	678365C92	K2136	C181-325	C81-68-35	0-12994
1969-74	UC263	0-13547	63AW11	678363C91	K2024	C181-74	C81-68-40	0-14744
1970-76	C200	0-13589	267L10	535407R92	K2136	C181-339	C81-68-35	0-12992
1970-75	UC135B	0-13604	267X9	678478C91	K2127	C181-325	C81-68-35	0-12994
1972-73	UC221, 222	0-13710	63AW11C	4052896R91	K2024	C181-74	C81-66-40	
1977-78	F666							
	C291ENG	0-13716	73X9	95486C92	K2127	C181-325	C81-68-45	
1974-77	185 LoBoy							
	154ENG	0-13781	684Y7	70949C92	K2112	C181-329	C81-81-45	
1975-77	CUB							
	C60ENG	0-13794	684Y7	71523C91	K2112	C181-329	C81-66-35	
KOHLER COMPANY								
1953-74	K660	0-11653	28BX9C	B270374	K2138	C181-94	C81-53-35	
1957-74	K660	0-12160	228A10	A270864	K2118	C181-94	C81-53-35	
1958-74	K666	0-12291	87A8	A271015	K2104	C181-296	C81-50-35	
1958-75	60226	0-12304	63AW10C	A285115	K2018	C181-74	C81-1-40	
1958-75	60339	0-12306	63AW12C	A285111	K2024	C181-74	C81-1-45	
1958-75	K666	0-12356	28AX9	B271060	K2118	C181-94	C81-1-35	
1959-74	K666	0-12546	228A10	A271298	K2118	C181-94	C81-53-35	
1960-75	UV540	0-12582	28ADA10C	A286504	K2056A	C181-67	C81-1-50	
1962-75	K660	0-12836	87A8	A271655	K2118	C181-296	C81-66-35	
1964-74	K662	0-12963	12AN10	A271881	K2128	C181-337	C81-66-40	
1964-77	Y112ENG	0-13009	66J8C	A258004	K2112	C181-329	C81-17-30	

Facet **Zenith** CUSTOMER APPLICATIONS

Year	Model	Current Prod. Carb. Number	Carb. Model	Mfg. No.	Karb Kit	Gasket Set	Fuel Valve	Service Replacement Carb
TELEDYNE WISCONSIN MOTORS								
1942-69	VF4	S632	161-7	L48-2	K2111	C181-66	C81-17-35	0-12544
1942-71	VE4, VD4	0-10034	161-7	L48	K2111	C181-66	C81-17-35	0-12544
1947-75	AEN, AEM	0-10457	161-7	L48F	K2111	C181-66	C81-17-35	0-12522
1947-75	AHH	0-10-538	161-7	L48H	K2111	C181-66	C81-17-35	0-12544
1949-74	VF4	0-10966	87BY6	L51G	K2063	C181-296	C81-17-30	
1950-77	AKN	0-1193	87B6	L51E	K2063	C181-296	C81-17-35	
1950-77	ABN	0-11194	87B6	L51F	K2063	C181-296	C81-17-35	
1952-77	VG4D	0-11532	87A8	L57-1	K2105	C181-296	C81-17-35	
1956-77	VF4	01-2025	87BY6	L51L	K2063	C181-296	C81-17-30	
1956-77	VH4	0-12098	68-7	LG23	K2112	C181-329	C81-17-35	0-12544
1957-77	TH	0-12158	68-7	L63C	K2034	C181-329	C81-50-35	0-12544
1957-77	AGN, AGND	0-12118	68-7	L63A	K2034	C181-329	C81-50-35	0-12544
1957-77	AENL	0-12199	68-7	L63E	K2034	C181-329	C81-50-35	0-12522
1959-77	VH04	0-12205	68-7	L63F	K2030	C181-329	C81-17-35	0-12544
1957-76	TH	0-12229	68-7	LZ63C	K2034	C181-329	C81-50-35	0-12544
1958-77	AENL	0-12234	68-7	L63K	K2034	C181-329	C81-50-35	0-13780
1957-77	AENLD	0-12236	68-7	L63H	K2034	C181-329	C81-50-35	0-12522
1957-77	TH	0-12238	68-7	LZ63C2	K2034	C181-329	C81-50-35	0-12544
1957-77	VH4	0-12253	68-7	LZ63-2	K2112	C181-329	C81-17-35	0-12544
1958-74	MTHD	0-12288	68-7	L63L	K2034	C181-329	C81-50-35	0-12544
1958-77	AENLD	0-12375	68-7	L63R	K2034	C181-329	C81-50-35	0-13749
1959-73	AENL	0-12543	68-7	L634	K2169	C181-329	C81-50-25	0-12544
1960-74	AGN	0-12599	68-7	L63N	K2034	C181-329	C81-50-35	0-12544
1960-72	ACN, BKN	0-12636	87B5	L51E1	K2063	C181-296	C81-17-35	
1961-77	V4, V60D	0-12708	87A8	L77B	K2105	C181-296	C81-17-35	
1961-75	TH	0-12744	68-7	L63AF	K2034	C181-329	C81-50-35	0-12544
1962-77	V4, V60D	0-12825	87A8C	L77C	K2119	C181-296	C81-17-35	
1963-68	S7DD	0-12921	72Y6	L80J	K2121	C181-343	C81-50-30	0-12926
1963-77	S7D	0-12924	72Y6	L80L	K2121	C181-343	C81-50-30	0-12926
1963-73	S7d	0-12925	72Y6	L80M	K2121	C181-343	C81-50-25	0-12926
1963-73	S7D	0-12926	72Y6	80N	K2121	C181-343	C81-50-30	0-12926
1963-76	S8D	0-12931	72Y6	L80K	K2121	C181-343	C81-50-30	
1963-76	S8D	0-12947	72Y6	L80P	K2121	C181-343	C8150-25	
1964-77	S8BD	0-12982	68-7	L63AM	K2034	C181-329	C81-50-35	
1968-77	VG4D	0-13401	87A8	L57E	K2119	C181-296	C81-66-35	
1964-76	S8DD	0-13013	72Y6	L80Q	K2121	C181-343	C81-50-30	
1964-73	S10D	0-13022	1408	L86A	K2165	C181-362	C81-50-25	
1964-76	S10D	01-3027	1408	L86B	K2152	C181-362	C81-50-35	
1964-76	S12D	0-13040	1408	L86C	K2165	C181-362	C81-50-25	
1965-74	HS8D	0-13046	72Y6	L80U	K2121	C181-343	C81-50-30	
1965-76	S12D	0-13064	1408	L86D	K2152	C181-362	C81-50-35	
1965-74	S100D	0-13137	1408	L86E	K2152	C181-362	C81-50-35	
1965-74	S120D	0-13138	1408	L86F	K2152	C181-362	C81-50-35	
1966-77	TH	0-13201	68-7	L63AP	K2127	C181-329	C81-1-40	0-12544
1966-76	VH4	01-3206	68-7	L63-1	K2112	C181-329	C81-17-35	0-13309
1966-76		0-13208	1408	L86H	K2165	C181-362	C81-50-25	
1966-74	TRA10D	0-13238	68-7	L63AQ	K2034	C181-329	C81-50-35	01-2544
1967-75	VF4	0-13286	161-7	L48-16	K2111	C181-66	C81-17-35	0-12544
1967-74	TF	01-3297	161-7	L48C-2	K2111	C181-66	C81-17-35	0-12544
1967-74	MVH4D	0-13309	68-7	L63AU	K2112	C181-329	C81-17-35	0-12544
1967-77	VG4D	0-13339	87A8	LZ57-1	K2119	C181-296	C81-17-35	
1968-77	S14D	0-13385	1408	L95	K2152	C181-362	C81-50-35	
1968-76	S14D	0-13398	1408	L95B	K2165	C181-362	C81-50-25	

Instruction Sheet I, (page 8)



Zenith Section 2: Illustrations

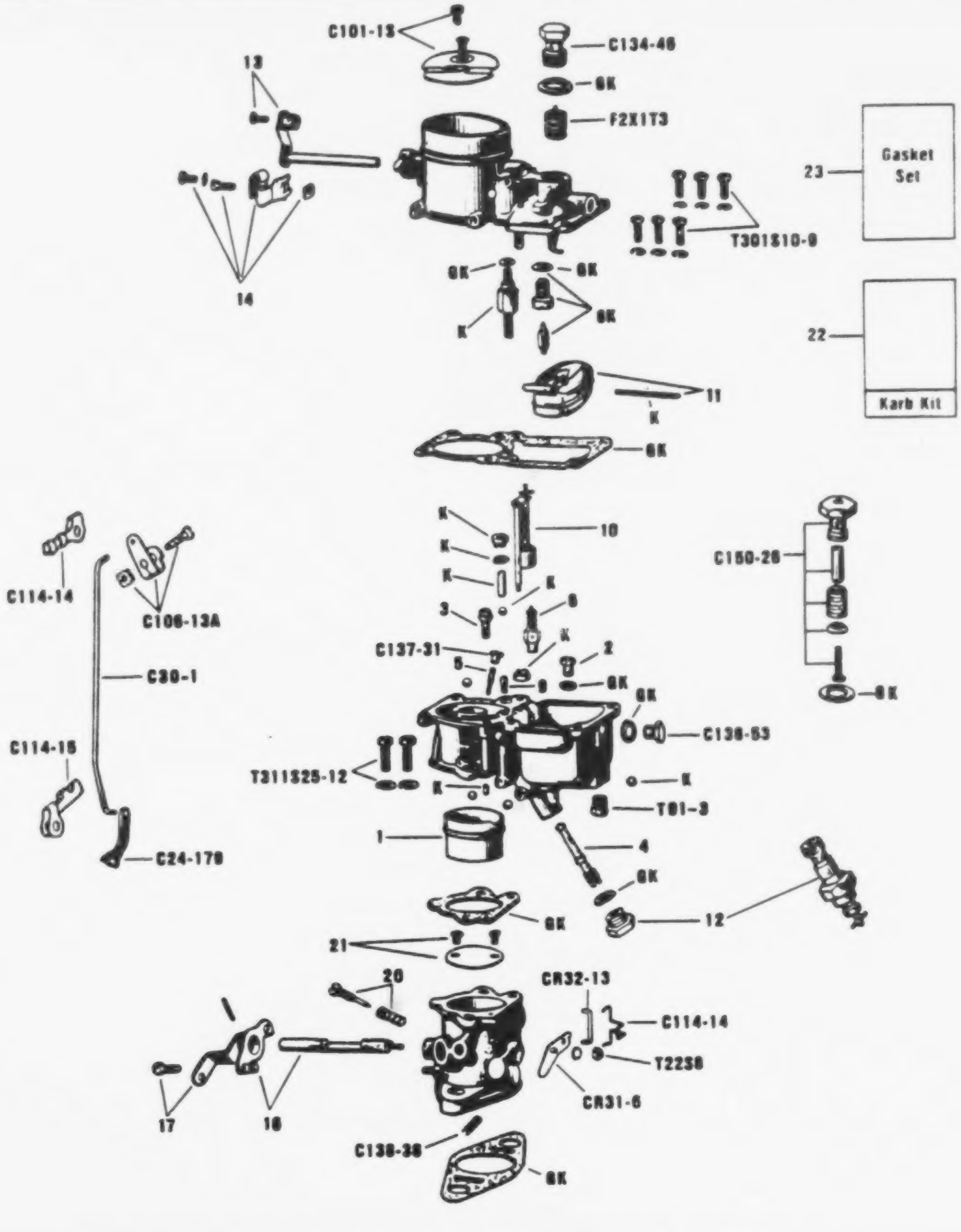
Facet

Instruction Sheet I, (page 11)

Facet **Zenith** CARBURETOR ILLUSTRATIONS

Page 22

228 Series Carburetors
(Models 228AV10, 11, 12; 228BV11)

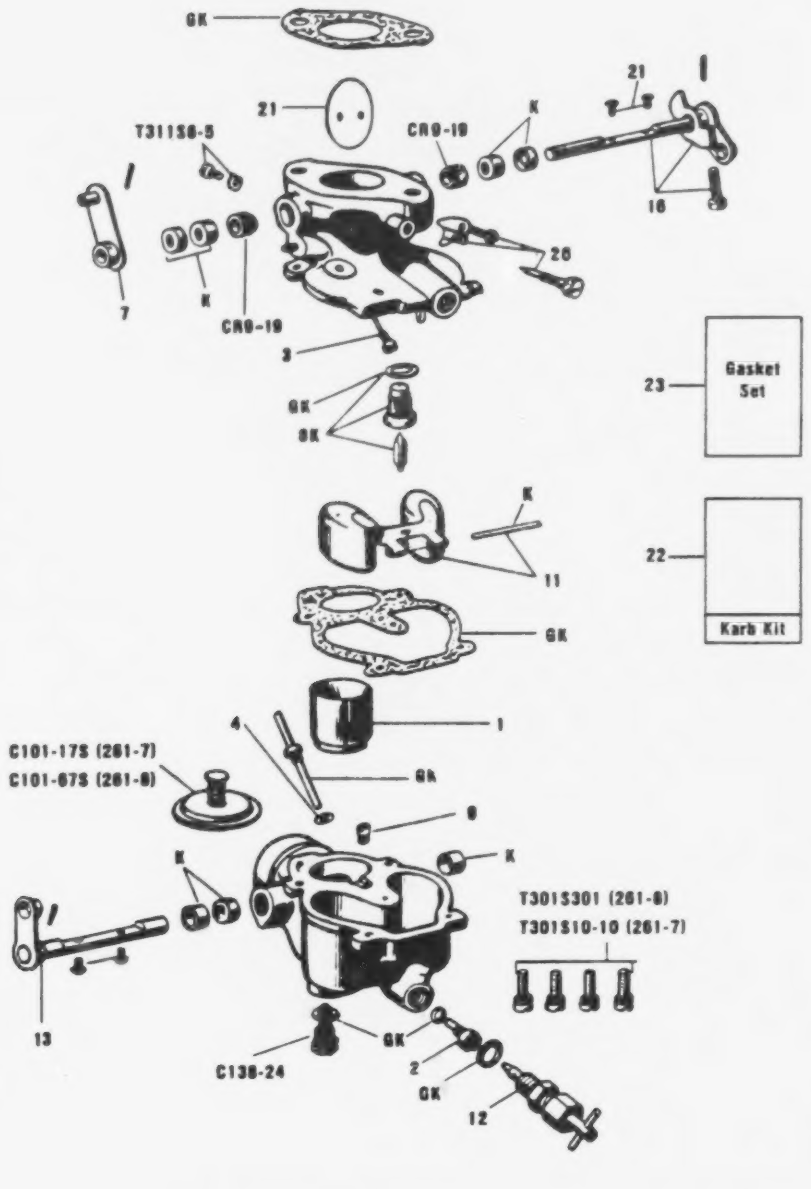

C101-13
C134-46
GK
F2X1T3
13
14
23
Gasket Set
T301S10-8
GK
GK
K
GK
22
Karb Kit
11
K
GK
K
K
K
10
K
3
8
C114-14
C106-13A
C150-26
C137-31
K
2
5
9
GK
GK
C30-1
C136-53
GK
C114-15
T311S25-12
K
K
T81-3
1
4
C24-179
GK
12
GK
21
20
CR32-13
C114-14
T2238
CR31-6
17
16
C138-38
GK

The G, K or GK classifications indicate that parts are in the Gasket Set, Karb Kit or both.

Facet **Zenith** CARBURETOR ILLUSTRATIONS

Page 23

261 Series Carburetors
(Models 261-7, 261-8)

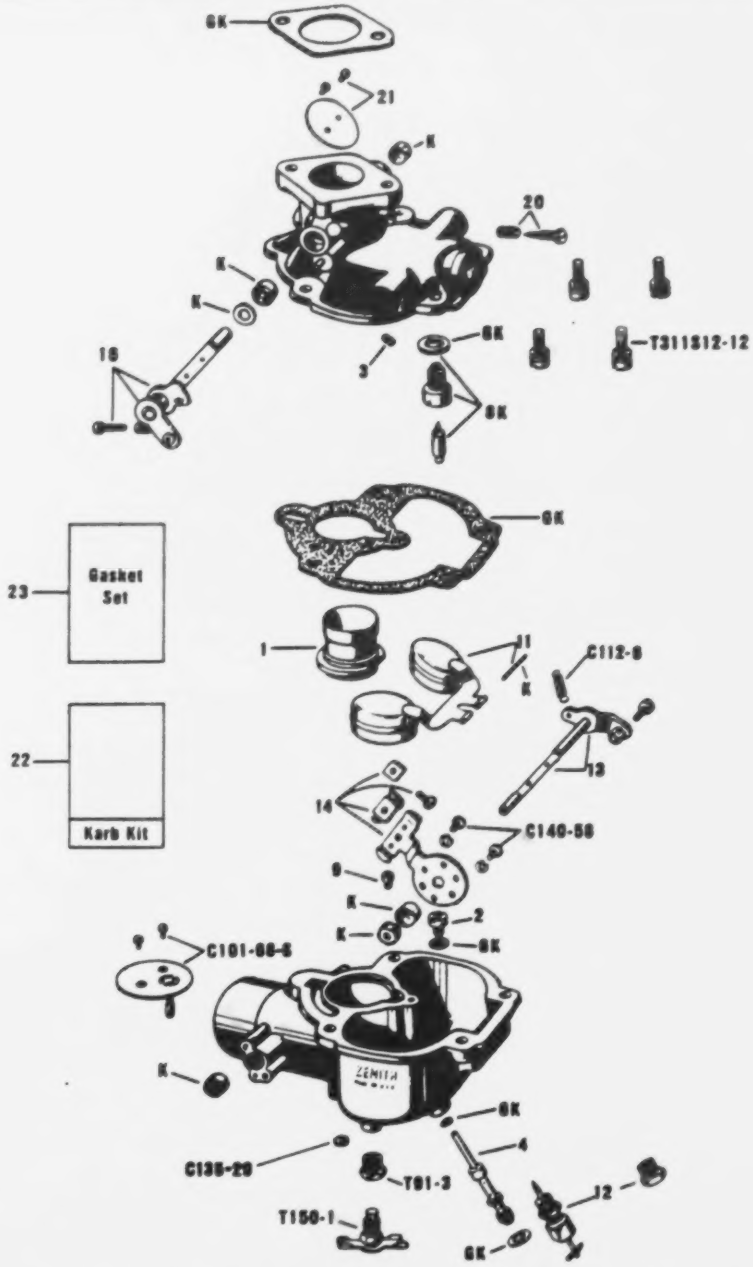

GK
21
T311S8-5
CR9-19
K
21
18
20
7
K
CR9-19
3
GK
GK
23
Gasket Set
K
11
22
Karb Kit
GK
1
4
C101-17S (261-7)
C101-67S (261-8)
GK
8
K
K
T301S301 (261-8)
T301S10-10 (261-7)
13
C138-24
GK
2
GK
12

The G, K or GK classifications indicate that parts are in the Gasket Set, Karb Kit or both.

Facet **Zenith** CARBURETOR ILLUSTRATIONS

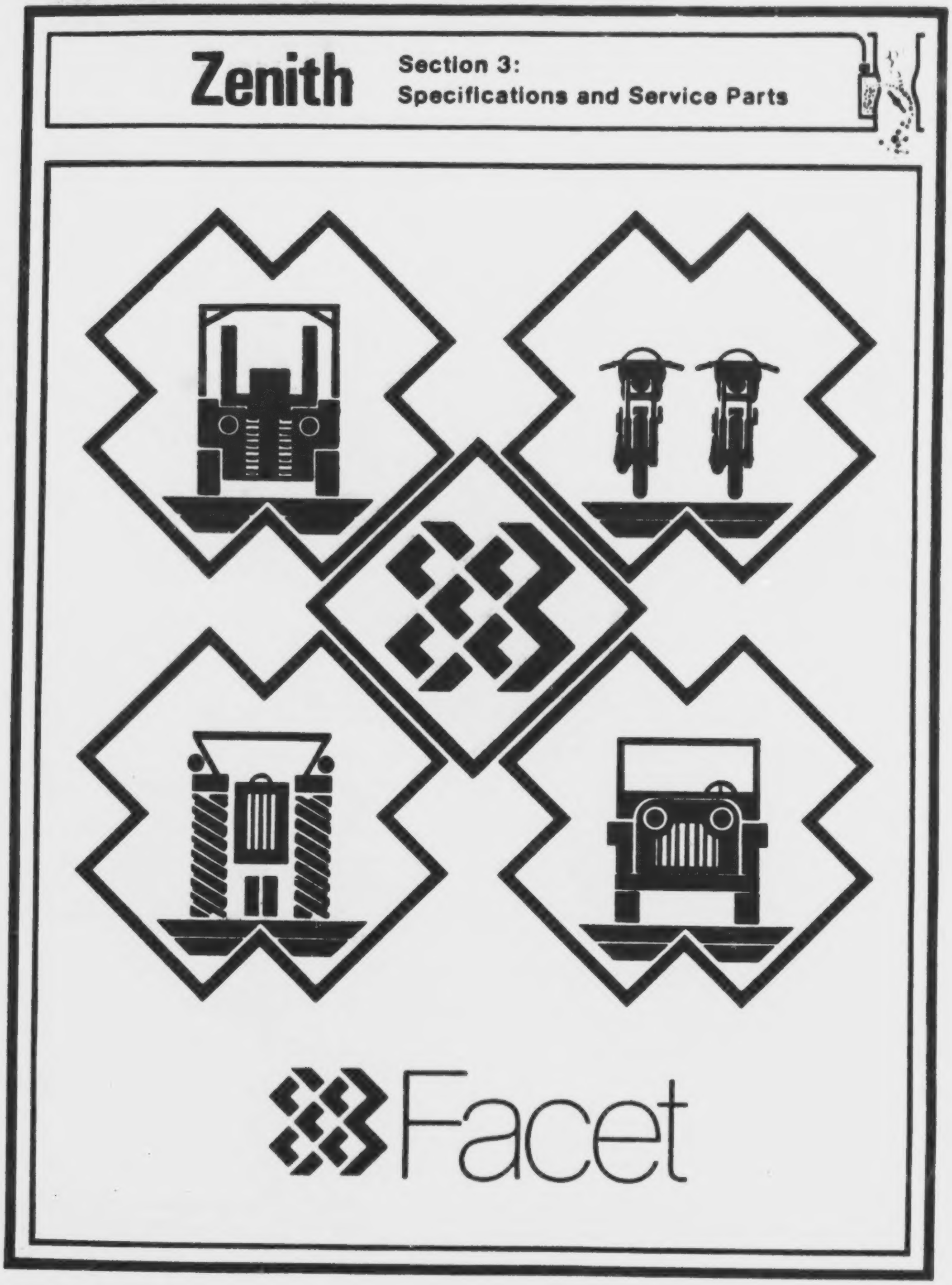
Page 26

267 Series Carburetors
(Models 267-8, 267J8, 267X8, 267JX8, 267-9, 267J9, 267X9, 267JX9, 267-10, 267J10, 267L10, 267JL10)


GK
21
K
20
K
K
16
3
GK
T311S12-12
GK
GK
23
Gasket Set
22
Karb Kit
1
11
K
C112-8
13
14
C140-58
9
K
K
2
GK
C101-66-6
K
GK
4
C135-20
T91-3
T150-1
12
GK

The G, K or GK classifications indicate that parts are in the Gasket Set, Karb Kit or both.

Instruction Sheet I, (page 14)



Zenith

Section 3:
Specifications and Service Parts

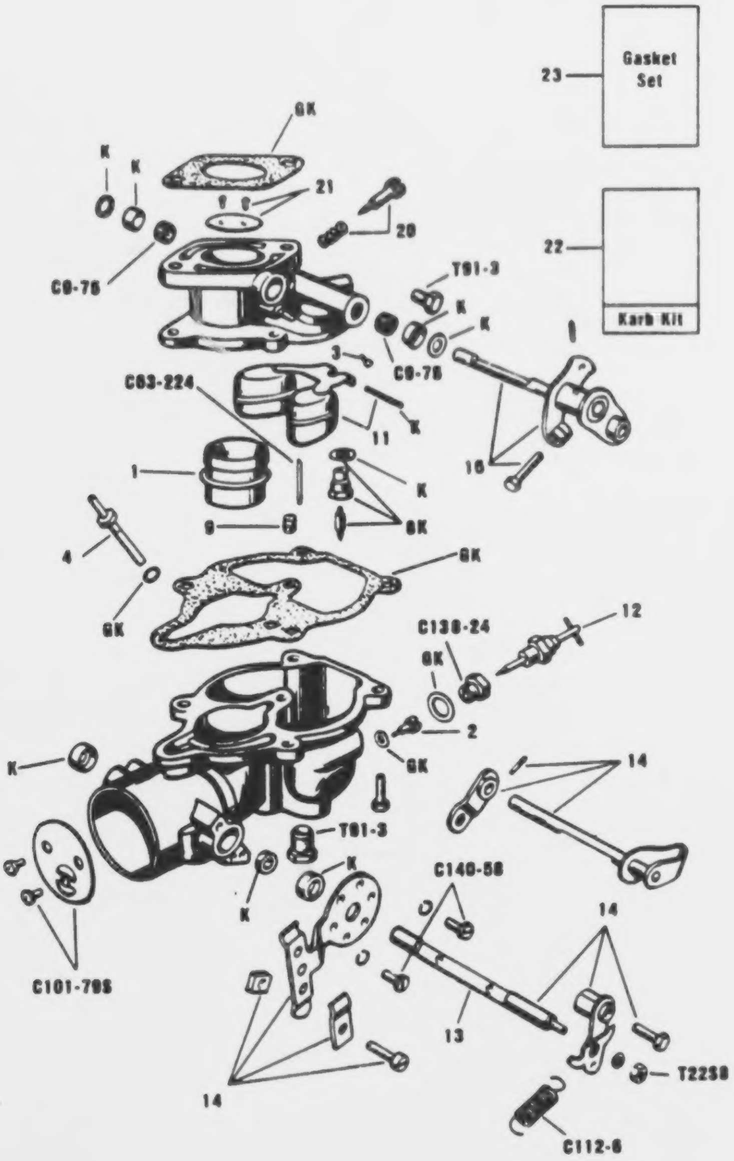
Facet

Instruction Sheet I, (page 10)

Facet **Zenith** CARBURETOR ILLUSTRATIONS

Page 17

68 Series Carburetors
(Models 68-7, 68J7, 68X7, 68JX7, 68-8, 68J8)


23
Gasket Set
22
Karb Kit
GK
K
K
21
20
C9-75
T91-3
K
K
3
C9-75
C63-224
11
K
10
1
K
GK
9
4
GK
GK
C138-24
12
GK
2
GK
K
14
T91-3
C140-58
K
K
14
C101-79S
13
T2258
14
C112-6

The G, K or GK classifications indicate that parts are in the Gasket Set, Karb Kit or both.

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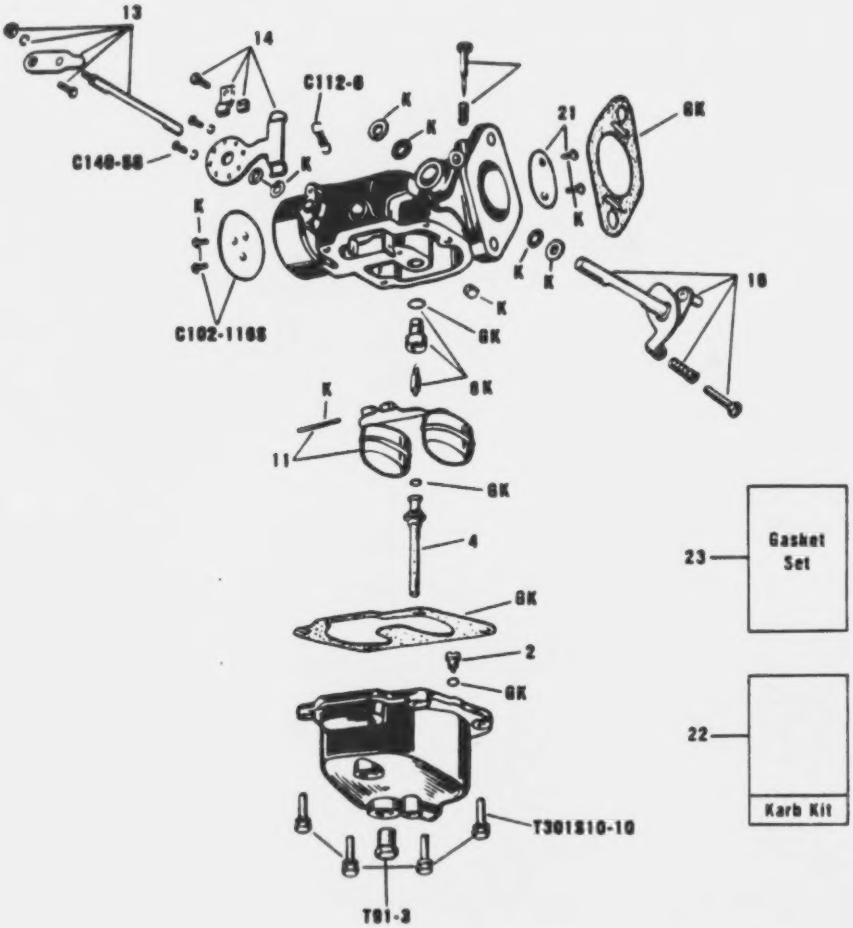
Instruction Sheet I, (page 9)

Facet **Zenith** CARBURETOR ILLUSTRATIONS

Page 4

12 Series Carburetors


13
14
C112-8
K
K
GK
21
C140-56
K
K
K
C102-116S
K
K
10
K
GK
GK
K
11
GK
4
23
Gasket Set
GK
2
GK
22
Karb Kit
T301S10-10
T91-3

The G, K or GK classifications indicate that parts are in the Gasket Set, Karb Kit or both.

Facet

Zenith CARBURETOR SPECIFICATIONS

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	REF. NO.								
Carburetor Number		12655	12656	12657	12658	12659	12664	12667	12671
Carburetor Model		261-8	267J10	PC1J8	60-7	PC1JY8	228DV10	63AW10	63AW14
Customer Name		Caterpillar	Tow Motor	Allis-Chalmers	Allis-Chalmers	Allis-Chalmers	Continental	Continental	Continental
Customer Number		7M0038	C02610	4767442	4767730	4767430	F600F-310	F244F-303	B427F-279
Venturi	1	C38-68-24	B38-76-38	B838-8-29	B38-74-15	B838-8-29	C38-7-25	B38-24-27	B38-53-36
Main Jet	2	C52-32-27	C52-7-34	C852-2-56	C52-6-18	C852-2-58	C52-7-22	C52-8-27	C52-13-31
Idle Jet	3	C55-6-14	C55-22-16		C55-6-11		C58-3-14	C55-7-14	C56-7-15
Discharge Jet	4	C66-81-50	C66-102-70		C66-114-50		C66-24-2-40	C66-22-1-70	C66-64-1-90
Power/Accelerator Jet	5						C55-8-0	C51-20-16	C51-23-24
Power Jet Valve	6						C97-17-21-12	C97-16-12	C97-19-14
Metering Well	7								
Fuel Valve & Seat	8	C81-60-35	C81-1-40	C881-8	C81-17-35	C881-8	C81-1-45	C81-1-45	C81-16-75
Well Vent Jet	9	C77-10-22	C77-10-18		C77-10-20		C77-14-21	C77-10-24	C77-14-24
Pump or Econ. Jet	10						C36-42X5		C36-40X3
Float & Axle	11	C85-116-S	C85-115-S		C85-28-S		C85-1-S	C85-26-S	C85-77-S
Main Jet Adjustment	12	C71-56							
Choke Shaft & Lever	13	C100-103	C100-177-3	C905-8	C100-238-4	C906-8	C100-7	C105-10	C24-7E-2X3
Choke Bracket or Cover	14		C109-60	C109-46-1	C109-60	C109-46-1	C109-1	C109-46-1	C109-40-1
Choke Lever/Auto Choke	15	C106-214		C106-17		C106-17			
Throttle Shaft & Lever	16	C220-1379	C29-1567	C229-1408	C220-1401	C229-1402	C229-1130	C29-1309	C29-1020
Throttle Lever	17								
Floating Lever	18								
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-50-S	C46-54-S	C846-1	C46-6-S	C846-1	C46-54-S	C46-38-S	C46-38-S
Throttle Plate & Screw	21	C21-165-S	C21-207-S	C21-200-S	C21-170-S	C21-185-S	C21-160-S	C21-75-S	C21-5-S
Karb Kit	22	K2001	K2050	K2044	K2112	K2044	K2002	K2017	K2028
Gasket Set	23	C181-315	C181-330	C181-304	C181-320	C181-304	C181-94	C181-74	C181-99
Replacement Carburetor				12406	12522	12406*	11275	11722	10196

*C24-101 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

Instruction Sheet I, (page 15)

Module ABSS-12.24

880

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Zenith CARBURETOR SPECIFICATIONS

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Carburetor Number	Ref. No.	12961	12962	12963	12966	12972	12974	12975	12976
Carburetor Model		PC2J10	267JX0	12AN10	TU3½X1	263M2E14	267J8	267J8	LP72Y6
Customer Name		Baker	Continental	Kohler Co.	Hercules	Gray Marine	Allis-Chalmers	Allis-Chalmers	Wisconsin
Customer Number		710AE1	F401F-227	A-271881	236608	85080	4514971-1	451497-1	L-88
Venturi	1	B830-10-20	B38-71-23	Cast-In (25)	Cast-In (21)	B38-34-31	B38-71-20	B38-71-18	Cast-In (18)
Main Jet	2	C852-2-50	C52-7-27	C52-7-32	C52-1-22	C52-13-37	C52-7-26	C52-7-24	
Idle Jet	3		C55-22-16	C66-127-1-3	C51-2-12	C55-7-11	C55-22-15	C55-22-15	
Discharge Jet	4		C66-1-2-78			C66-53-1-80	C66-100-65	C66-100-65	C866-30-110
Power/Accelerator Jet	5					C52-14-19			
Power Jet Valve	6					C97-10-16			
Metering Well	7			C66-127-1-3	C76-9-60				
Fuel Valve & Seat	8	C081-6	C81-68-40	C81-68-40	C81-2-35	C81-1-45	C81-1-40	C81-1-40	
Well Vent Jet	9		C77-18-16			C77-18-26	C77-18-26	C77-18-26	
Pump or Econ. Jet	10					C36-23			
Float & Axle	11		C85-115-S	C85-119-S	C85-15-S	C85-40-S	C85-115-S	C85-115-S	
Main Jet Adjustment	12					C71-27	C71-50	C71-50	C871-24
Choke Shaft & Lever	13	C105-18	C105-301	C105-268		C106-296	C108-177-3	C108-177-3	C108-273
Choke Bracket or Cover	14	C109-46-1	C109-60	C109-60C-2	C109-48	C109-2-5	C109-60	C109-60	
Choke Lever/Auto Choke	15	C106-17	C106-2	C106-2	C24-11CM-2X2	C106-57			
Throttle Shaft & Lever	16	C229-1448-1	C29-1487	C29-1337		C29-786	C29-1398	C29-1398	C29-1388
Throttle Lever	17				C24-11CM-2X2	C24-65EX6	C24-10CZX9	C24-1CZX9	
Floating Lever	18						C24-106FX9	C24-106FX9	
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C846-1	C46-54-S	C46-57-S	C46-54-S	C46-54-S	C46-64-S	C46-64-S	C46-65-S
Throttle Plate & Screw	21	C21-207-S	C21-202-S	C21-52-S	C21-3-S	C21-54-S	C21-200-S	C21-200-S	C21-214-S
Karb Kit	22	K2948	K2127	K2128	K2080	K2082	K2132	K2132	
Gasket Set	23	C181-365	C181-325	C181-337	C181-47	C181-74	C181-325	C181-325	
Replacement Carburetor			13124			11995	13154	13153	

*C24-181 Floating Lever Also Required **Indicates Two P red ***Low Emission Carburetor

Carburetor Number	REF. NO.	13013	13015	13016	13017	13019	13020	13021	13022
Carburetor Model		72Y6	28ADA10	267-8	LP87BY6	28ADA10	PC210	63AW10	1408
Customer Name		Wisconsin	I.H.C.	Continental	Kohler	I.H.C.	Kohler	I.H.C.	Wisconsin
Customer Number		L-88-Q	4050708R91	F401F-307	A-232601	4050640R91	A-271023	380511R92	L-88-A
Venturi	1	C38-79-10	C38-23-28**	B38-71-21	Cast-In (18)	C38-23-28**	B38-10-24	B38-63-27	Cast-In (22)
Main Jet	2	C52-36-30	C52-7-28**	C52-7-23		C52-7-28**	C852-2-60	C52-6-27	
Idle Jet	3	C54-35-10	C56-1-14**	C55-22-14		C56-1-14**		C55-7-12	
Discharge Jet	4		C66-23-1-75**	C66-102-70		C66-23-1-75		C66-22-2-65	
Power/Accelerator Jet	5		C53-2-25			C53-2-25		C51-20-16	
Power Jet Valve	6		C97-11			C97-11		C97-15-10	
Metering Well	7								
Fuel Valve & Seat	8	C81-50-30	C81-1-50	C81-68-40		C81-1-50	C881-8	C81-68-55	C81-50-25
Well Vent Jet	9		C77-14-20	C77-18-10		C77-14-20**		C77-18-35	
Pump or Econ. Jet	10							C36-61X1	
Float & Axle	11	C85-128-S	C85-98-S	C85-115-S		C85-98-S		C85-26-S	C85-129-S
Main Jet Adjustment	12	C71-40					C870-6		C71-64-24
Choke Shaft & Lever	13	C108-273	C105-207	C105-301	C108-127	C105-207	C105-18	C105-308	C108-278
Choke Bracket or Cover	14		C109-40-1	C109-60		C109-40-1	C109-46-1	C109-46	
Choke Lever/Auto Choke	15		C24-11CM-1X2	C106-2	C106-182	C24-11CM-1X2	C106-17	C24-11CM-1X9	
Throttle Shaft & Lever	16	C29-1388	C29-1423	C29-1456	C29-1457	C29-1328	C29-1460	C29-1492	C29-1463
Throttle Lever	17		C24-10TTX3					C24-11CM-1X9	
Floating Lever	18								
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-49-S	C46-54-S**	C46-54-S	C46-49-S	C46-54-S**	C846-1	C46-38-S	C46-49-S
Throttle Plate & Screw	21	C21-214-S	C21-87-S**	C21-185-S	C21-157-S	C21-87-S**	C21-207-S	C21-168-S	C21-219-S
Karb Kit	22	K2121	K2058A	K2127		K2058	K2048	K2017	K2165
Gasket Set	23	C181-343	C181-67	C181-325		C181-67	C181-365	C181-74	C181-362
Replacement Carburetor			11306	14091		11306	12814	11722	

*C24-101 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

Facet

Zenith CARBURETOR SPECIFICATIONS

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Carburetor Number	REF. NO.	13038	13040	13042	13044	13045	13046	13047	13048
Carburetor Model		267J10	1408	2208V12	267JX8	72Y6	72Y6	68-7	267X8
Customer Name		J.I. Case	Wisconsin	I.H.C.	Allis-Chalmers	Wisconsin	Wisconsin	Wisconsin	J.I. Case
Customer Number		38872	L-86-C	4051155R91	4020322-2	L-80-R	L-80-U	LZ-63-8	A-36961
Venturi	1	B38-84-30	Cast-In (24)	C38-1-31	B38-71-20	C38-78-15	C38-78-18	B38-74-18	B38-71-22
Main Jet	2	C52-7-41	C52-38-23	C52-7-38	C52-7-28	C52-36-20	C52-36-24	C52-7-22	C52-7-30
Idle Jet	3	C55-22-15		C56-3-18	C55-22-14	C54-35-10	C54-35-10	C66-114-60	C55-22-13
Discharge Jet	4	C66-102-70		C66-23-1-60	C66-102-70				C66-102-60
Power/Accelerator Jet	5								
Power Jet Valve	6			C97-12-15					
Metering Well	7								
Fuel Valve & Seat	8	C81-1-35	C81-50-25	C81-1-40	C81-68-40	C81-50-30	C81-50-30	C81-17-35	C81-1-35
Well Vent Jet	9	C77-18-18		C77-14-23	C77-18-18			C77-18-12	C77-18-20
Pump or Econ. Jet	10								
Float & Axle	11	C85-115-S	C85-129-S	C85-1-S	C85-115-S	C85-126-S	C85-126-S	C85-183	
Main Jet Adjustment	12	C71-43	C71-64-30		C71-43	C71-48	C71-48		C71-33
Choke Shaft & Lever	13	C108-177-2	C108-278	C108-7	C105-301	C108-273	C108-273	C105-288	C108-177-11
Choke Bracket or Cover	14	C109-60-1		C109-1	C109-60			C109-60	C109-600
Choke Lever/Auto Choke	15			C106-13AA	C106-2			C106-2	
Throttle Shaft & Lever	16	C29-1407	C29-1483	C29-150	C29-1483	C29-1490	C29-1490	C29-491	C229-1581
Throttle Lever	17	C24-118FX2		C24-10FDX3					
Floating Lever	18								
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-59-S	C46-49-S	C46-54-S	C46-54-S	C46-49-S	C46-49-S	C46-6-S	C46-54-S
Throttle Plate & Screw	21	C21-206-S	C21-219-S	C21-54-S	C21-202-S	C21-214-S	C21-214-S	C21-176-S	C21-202-S
Karb Kit	22	K2136	K2165	K2002	K2127	K2121	K2121	K2112	K2136
Gasket Set	23	C181-339	C181-362	C181-94	C181-325	C181-343	C181-343	C181-329	C181-325
Replacement Carburetor				14275	12994			12544	

*C24-181 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

Facet **Zenith** CARBURETOR SPECIFICATIONS

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	REF. NO.								
Carburetor Number		13306	13308	13309	13310	13315	13317	13318	13320
Carburetor Model		12A10	161-7	68-7	PC1-8	68J0C	63AW10C	267JX9	68X12
Customer Name		Kohler	Wisconsin	Wisconsin	Kohler	Continental	Hercules	Yale & Towne	John Deere
Customer Number		B-272841	L-40-Z-1	L-63-AU	A-277321	Y400F-330	258826-C	5062350	AR48600
Venturi	1	Cast-In (20)	C38-61-17	B38-74-10	B838-6-22	B38-75-10	B38-24-28	B38-71-10	B38-78-26
Main Jet	2	C52-7-27	C52-8-30	C52-7-22	C852-2-60	C52-6-1-22	C52-8-24	C52-7-23	C52-13-36
Idle Jet	3	C66-127-1-3	C55-8-12	C55-6-12		C55-22-15	C55-7-14	C55-22-14	C55-7-10
Discharge Jet	4		C66-50-40	C66-114-60		C66-114-60	C66-66-80	C66-102-70	C66-33-1-80
Power/Accelerator Jet	5								
Power Jet Valve	6						C87-15-21		
Metering Well	7								
Fuel Valve & Seat	8	C81-60-40	C81-17-35	C81-17-35	C881-10	C81-17-30		C81-1-35	C81-1-40
Well Vent Jet	9		C77-10-17	C77-10-12		C77-10-20	C77-10-10	C77-10-26	C77-10-24
Pump or Econ. Jet	10						C36-61X1		C36-66X1
Float & Axle	11	C85-110-S	C85-20-S	C85-183-S		C85-20-S	C85-29-S	C85-115-S	C85-40-S
Main Jet Adjustment	12		C71-21	C71-21	C870-6				C71-50
Choke Shaft & Lever	13	C105-288	C108-107	C105-288	C805-8	C105-290	CR106-61	C106-177-3	C105-290
Choke Bracket or Cover	14	C109-80C-2		C109-80C	C109-46-1	B165-10		C109-60	
Choke Lever/Auto Choke	15	C106-2		C106-2		C102-56	C102-12		C24-11CM-1X9
Throttle Shaft & Lever	16	C20-1540-1	C20-926	C20-1500	C20-1624	C20-1402	C20-347	C220-1448-2	C20-1364
Throttle Lever	17								
Floating Lever	18					CR25-10LX2			
Floating Lever Stop	19					C25-103			
Idle Adj. Screw & Spring	20	C46-57-S	C46-54-S	C46-8-S	C046-1	C46-8-S	C46-38-S	C46-54-S	C46-38-S
Throttle Plate & Screw	21	C21-52-S	C21-176-S	C21-176-S	C21-165-S	C21-180-S	C21-78-S	C21-202-S	C21-141-S
Karb Kit	22	K2128	K2111	K2112	K2044	K2112	K2017	K2136	K2137
Gasket Set	23	C181-337	C181-66	C181-329	C181-304	C181-329	C181-74	C181-325	C181-341
Replacement Carburetor			14544	12544	12407			12004	

*C24-181 Floating Lever Also Required **Indicates Two Pi ed ***Low Emission Carburetor

Zenith CARBURETOR SPECIFICATIONS

Carburetor Number	REF. NO.	13321	13322	13324	13325	13326	13327	13328	13329
Carburetor Model		14008	1408	68-7	28AV10	60X12	62AJ12	267X8	12A10
Customer Name		Onan	Wisconsin	Waukesha	Hercules	John Deere	Allis-Chalmers	J.I. Case	Kohler
Customer Number		1410744	L-86-Q	51806	250600-B	AR44480	4022025	A38240	A-272422
Venturi	1	Cast-In (24)	Cast-In	B38-74-17	C38-7-20	B38-70A-30	B38-34-20	B38-71-10	C38-86-20
Main Jet	2			C52-8-28	C52-7-27	C52-13-34	C52-20-20	C52-7-20	C52-7-27
Idle Jet	3			C55-6-11	C55-3-15	C55-7-10	C55-7-12	C55-22-10	
Discharge Jet	4			C66-114-60	C66-27-1-60	C66-33-3-60	C66-33-3-60	C66-102-60	C66-127-1-3
Power/Accelerator Jet	5				C67-12-12	C67-12-1-20			
Power Jet Valve	6								
Metering Well	7								
Fuel Valve & Seat	8		C81-60-35	C81-17-35	C81-1-35	C81-1-40	C81-1-40	C81-1-40	C81-60-35
Well Vent Jet	9			C77-10-20	C77-14-12	C77-10-24	C77-10-21	C77-10-26	
Pump or Econ. Jet	10				C30-25X1				
Float & Axle	11		C85-120-S	C85-20-S	C85-1-S	C85-40-S	C85-40-S	C85-115-S	C85-110-S
Main Jet Adjustment	12		C71-64-30						
Choke Shaft & Lever	13		C105-296	C105-296	C108-1	C106-200	C105-107	C108-177-4	C105-260
Choke Bracket or Cover	14				C109-1		C109-40-1	C109-60	C109-60C-2
Choke Lever/Auto Choke	15		CR106-3A	C106-190		C24-11HEX8	C106-17		C106-2
Throttle Shaft & Lever	16	C29-1503	C29-1566	C29-873	C29-134	C29-1408	C29-1621	C29-1383	C29-1634
Throttle Lever	17								
Floating Lever	18					CR25-100SX3			
Floating Lever Stop	19					C25-100			
Idle Adj. Screw & Spring	20	C46-65-S	C46-49-S	C46-8-S	C46-54-S	C46-30-S	C46-30-S	C46-54-S	C46-57-S
Throttle Plate & Screw	21	C21-210-S	C21-210-S	C21-170-S	C21-160-S	C21-141-S	C21-76-S	C21-202-S	C21-52-S
Karb Kit	22	K2204	K2152	K2111	K2000	K2137	K2040	K2127	K2128
Gasket Set	23	C181-302	C181-302	C181-320	C181-84	C181-341	C181-65	C181-325	C181-337
Replacement Carburetor				14544	11475		11722	12054	

*C24-101 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

Zenith CARBURETOR SPECIFICATIONS

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Carburetor Number	REF. NO.	13401	13405	13406	13410	13411	13413	13414	13415
Carburetor Model		67A8	66-7	267X8	62AJ12	62AJ-12	PC1-6	228AX11	68J8
Customer Name		Wisconsin	Wisconsin	International	Allis-Chalmers	Schramm	Kohler	Allis-Chalmers	Clark
Customer Number		L-57-E	L-63-AV	408630R91	4816088	8UHB-69-A	A277438	1146884	1315201
Venturi	1		B38-74-18	B38-72-21	B38-34-20	B38-34-20	B838-6-22	C38-1-24	B38-75-21
Main Jet	2	C52-7-38	C52-7-22	C52-7-26	C52-26-29	C52-26-27	C852-2-60	C52-7-23	C52-6-25
Idle Jet	3	C52-2-12	C55-6-12	C55-22-14	C56-7-12	C55-7-23		C56-3-14	C55-22-10
Discharge Jet	4	C66-104-42	C66-114-60	C66-102-2-70	C66-33-3-90	C66-33-3-80		C66-23-1-60	C66-114-60
Power/Accelerator Jet	5								
Power Jet Valve	6								
Metering Well	7	C76-50-1							
Fuel Valve & Seat	8	C81-66-35	C81-17-35	C81-60-35	C81-1-40	C81-66-40	C881-10	C81-1-35	C81-17-25
Well Vent Jet	9		C77-10-12	C77-10-23	C77-10-21	C77-10-21		C77-14-12	C77-10-14
Pump or Econ. Jet	10					C52-1-12			
Float & Axle	11	C85-97-S	C85-103-S	C85-115-S	C85-40-S	C85-40		C85-1-S	C85-103
Main Jet Adjustment	12						C870-6		
Choke Shaft & Lever	13	C105-3	C105-288	C108-177-10	C105-107		C905-8	C108-1	C108-238-2
Choke Bracket or Cover	14	C109-60E-1	C109-60E-1	C109-80-1	C100-2		C109-46	C109-1-2	C109-60
Choke Lever/Auto Choke	15	C106-2	C106-2		C106-2		C106-17		
Throttle Shaft & Lever	16	C29-1668	C29-1687	C29-1382		C29-1706	C29-1687	C29-1695	C229-1626
Throttle Lever	17				C24-10WWX8				
Floating Lever	18				C24-106FX8				
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-45-S	C46-6-S	C46-54-S	C46-38-S	C46-38-S	C846-1	C46-54-S	C46-66-S
Throttle Plate & Screw	21	C21-42-S	C21-178-S	C21-202-S	C21-78-S	C21-78-S	C21-185-S	C21-166-S	C21-202-S
Kwik Kit	22	K2110	K2112	K2138	K2040	K2040	K2044	K2118	K2160
Gasket Set	23	C181-296	C181-329	C181-325	C181-65	C181-65	C181-364	C181-94	C181-320
Replacement Carburetor			12544	12984	11722*	11744	12407		12586

*C24-101 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

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	REF. NO.								
Carburetor Number		13429	13430	13432	13433	13436	13437	13438	13439
Carburetor Model		68X12	68X12	120W10C	267JX8	228AVX11	228A10	228SAV12	61A8R
Customer Name		John Deere	John Deere	Continental	Perkins	Buchanan	Hyster	Ricardo	ASB
Customer Number		AR45161	AR45162	3020F340	2840100		173441		
Venturi	1	B38-70-29	B38-70-29	C38-60-30	B38-71-24	C38-1-30	C38-7-21	B38-67-35	C38-21-19
Main Jet	2	C52-13-34	C52-13-36	C52-25-34	C52-7-28	C52-7-32	C52-34-21	C52-7-33	C52-6-25
Idle Jet	3	C55-7-16	C55-7-16	C54-22-20	C55-22-16	C55-3-14	C55-3-16	C55-3-12	C55-22-14
Discharge Jet	4	C66-33-3-80	C66-33-1-80	C66-74-120	C66-102-70	C66-23-1-70	C66-40-2		C66-23-3-60
Power/Accelerator Jet	5	C57-12-12		C57-10-16					
Power Jet Valve	6			C97-24-30		C97-17-24-14		C97-12-15	
Metering Well	7			C76-43					
Fuel Valve & Seat	8	C81-1-35	C81-1-40	C81-15-65	C81-1-38	C81-1-40	C81-60-35	C81-1-40	C81-17-35
Well Vent Jet	9	C77-10-22	C77-10-24	C77-10-30	C77-10-22	C77-14-20		C77-14-20	C77-10-25
Pump or Econ. Jet	10	C36-87X1		C36-56X1			C35-42X5	C35-25X3	
Float & Axle	11	C85-40-S		C85-93-S	C85-115-S	C85-1-S	C85-100-S	C85-1-S	
Main Jet Adjustment	12								
Choke Shaft & Lever	13	C105-290	C105-290		C108-177-3	C108-1	C108-1	C108-1	C105-257
Choke Bracket or Cover	14				C109-60	C109-1	C109-1	C109-1	C109-46-1
Choke Lever/Auto Choke	15	C24-11CM-1X9	C24-11CM-1X9	C102-72					C106-202-1
Throttle Shaft & Lever	16	C29-1347	C29-1364	C229-1700	C29-1638	C29-134	C29-1630	C29-1704	C29-1091
Throttle Lever	17								
Floating Lever	18						CR25-10CHX3		
Floating Lever Stop	19						C25-158		
Idle Adj. Screw & Spring	20	C46-38-S	C46-38-S	C46-47-S	C46-54-S	C46-54-S	C46-54-S	C46-54-S	C46-54-S
Throttle Plate & Screw	21	C21-141-S	C21-141-S	C21-33-S	C21-202-S	C21-166-S	C21-168-S	C21-54-S	C21-115-S
Karb Kit	22	K2137	K2137	K2139	K2136	K2002	K2000	K2002	K2066
Gasket Set	23	C181-340	C181-340	C181-291	C181-325	C181-94	C181-94	C181-94	C181-295
Replacement Carburetor					12994	11475			

*C24-181 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

	REF. NO.								
Carburetor Number		13478	13479	13481	13486	13487	13488	13489	13492***
Carburetor Model		62AJ12	16P12	1310	267LW10	1408	267X9	267J10	Z268J8
Customer Name		J.I. Case	Harley-D.	U.S. Army	Hercules	Onan	I.H.C.	Continental	Continental
Customer Number		13478	27182-71	1184166	46-3000001	1410781	4052313R91	CA10F-300	CA8F-311B
Venturi	1	B38-34-33	Cast-In (30)	Cast-In (26)	B38-89-27		B38-71-22	B38-76-28	
Main Jet	2	C52-11-35	C66-143	C52-7-30	C52-30-33	C71-64-34	C52-7-26	C52-7-35	
Idle Jet	3	C55-7-12	C54-40-16	C54-37-12	C55-22-20		C55-22-15	C55-22-16	
Discharge Jet	4	C66-88-1-10	C66-143		C66-102-2-70		C66-102-2-70	C66-102-70	
Power/Accelerator Jet	5			C55-27-12	C57-12-15				
Power Jet Valve	6				C97-23-16				
Metering Well	7								
Fuel Valve & Seat	8		C81-72	C81-67-30	C81-68-35	C81-50-25	C81-68-45	C81-68-40	C81-86-35
Well Vent Jet	9	C77-18-15			C77-18-10		C77-18-21	C77-18-18	
Pump or Econ. Jet	10		C36-93X3	C189-2	C189-3				
Float & Axle	11	C85-40-S	C85-130	C85-127-S	C85-115-S		C85-115-S	C85-115-S	
Main Jet Adjustment	12								
Choke Shaft & Lever	13	C105-167	C108-306	C108-274	C108-287-2	C108-294	C108-177-3	C105-301	
Choke Bracket or Cover	14	C109-46		C109-72	C109-60		C109-66	C109-60-1	
Choke Lever/Auto Choke	15	C106-17						C106-2	
Throttle Shaft & Lever	16	C29-1757	C29-1071		C29-1188	C29-1689	C229-1840-1	C29-1524	C229-1447
Throttle Lever	17								
Floating Lever	18								
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-38-S	C46-68-S	C46-57-S	C46-54-S	C46-68-S	C46-54-S	C46-54-S	
Throttle Plate & Screw	21	C21-76-S	C21-224	C21-217-S	C21-206	C21-219-S	C21-202-S	C21-207-S	
Karb Kit	22	K2040	K2177	K2167	K2152	K2165	K2127	K2127	K2160
Gasket Set	23	C181-65	C181-352	C181-350	C181-358	C181-362	C181-325	C181-330	C181-329
Replacement Carburetor		11744	13731	13660			13465		

*C24-181 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

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Carburetor Number	REF. NO.	13790	13792	13793	13794	13795	13796	13798	13799
Carburetor Model		20ABA10	16P12	1408	68YY7	267LJ8	228SA10	228SBX8	228SBVX11C
Customer Name		M-Ferguson	Tubo-Pak	Thermo King	I.H.C.	M-Ferguson	Lindsay	Ford	Onan
Customer Number		251372M91		2223806	71523C-91	535574-M91		85JL-9510-E	141-0841
Venturi	1	C38-23-22**	Cast-In (38)	Cast-In (28)	B38-74-15	B38-71-21	C38-7-21	B38-90-22	C38-1-32
Main Jet	2	C52-7-23**	C66-170-1	C52-30-34	C52-8-21	C52-36-27	C52-7-20	C52-7-18	C52-7-36
Idle Jet	3	C56-1-12**	C73-93		C55-8-12	C55-8-16	C56-3-10	C56-3-14	C56-3-12
Discharge Jet	4	C66-23-75**	C66-170-1		C66-114-50	C66-106-65	C66-34-40	C66-27-1-75	C66-154-70
Power/Accelerator Jet	5		C55-26-14		C55-8-12	C55-8-16			
Power Jet Valve	6								C97-12-16
Metering Well	7								
Fuel Valve & Seat	8	C81-60-45	C81-70-62	C81-77-25	C81-66-35	C81-60-35	C81-1-45	C81-60-40	C81-1-40
Well Vent Jet	9	C77-14-30**			C77-18-34	C77-18-20	C77-14-14		C77-14-14
Pump or Econ. Jet	10		C36-93X3					C35-62X5	
Float & Axle	11	C85-96-S	C85-130-S	C85-120-S	C85-28-S	C85-115-S	C85-1-S	C85-1-S	
Main Jet Adjustment	12		C73-93	C73-94					
Choke Shaft & Lever	13	C108-320-2		C108-204	C105-286	C108-297-1	C108-1	C108-302	
Choke Bracket or Cover	14	C109-60F			C109-60E-2	C109-60-1	C109-1	C109-18	
Choke Lever/Auto Choke	15				CR106-3E				
Throttle Shaft & Lever	16	C229-1911-1	C29-1843-1	C29-1688	C29-1908	C29-1890	C229-1917	C29-1888	C229-1915
Throttle Lever	17								
Floating Lever	18								
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-54-S**	C46-65-S	C46-49-S	C46-8-S	C46-54-S	C46-54-S	C46-66-S	C46-54-S
Throttle Plate & Screw	21	C21-87-S**	C21-224-S	C21-210-S	C21-176-S	C21-185-S	C21-168-S	C21-50-S	C21-166-S
Karb Kit	22	K2058A		K2165	K2112	K2130	K2117	K2215	K2002
Gasket Set	23	C181-87		C181-362	C181-329	C181-325	C181-94	C181-94	C181-94
Replacement Carburetor		11306							

*C24-181 Floating Lever Also Required **Indicates Two Places Required ***Low Emission Carburetor

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Carburetor Number Carburetor Model Customer Name Customer Number	REF. NO.	13808 267X8 Sullair 47130	13809 228SBX9C Dyna 81186	13810 228AX11 Allis-Chalmers 1188808	13811*** BPC2J10 Allis-Chalmers 4880190	13813 28810C Pioneer A18807A	13814 28ABA18 Chrysler 3748884	13815 228AX1 Allis-Chalmers 1388757	13816 1408 Onan 141-0833
Venturi	1	B38-71-23	B38-90-22	C38-1-27		C38-7-27	C38-23-30**	C38-1-32	Cast-In (24)
Main Jet	2	C52-7-34	C52-7-24	C52-7-27		C52-7-36	C52-7-29**	C52-7-33	
Idle Jet	3	C55-22-13	C58-3-14	C56-3-14		C56-3-12	C56-1-17**	C56-3-14	
Discharge Jet	4	C66-100-65	C66-34-3-50	C66-23-75		C66-70-1-70	C66-23-1-75**	C66-101-1-70	
Power/Accelerator Jet	5						C55-1-8**		
Power Jet Valve	6						C97-11		
Metering Well	7								
Fuel Valve & Seat	8	C81-60-30	C81-60-45	C81-1-35	C881-10	C81-1-40	C81-60-50	C81-1-35	C81-1-40
Well Vent Jet	9			C77-14-12		C77-14-20	C77-14-14	C77-14-12	
Pump or Econ. Jet	10								
Float & Axle	11	C85-115-S	C85-1	C85-1-S		C85-1-S	C85-60-S	C85-1-S	
Main Jet Adjustment	12								
Choke Shaft & Lever	13	C108-177-2	C105-37	C108-1		C105-37	C108-320	C108-1	
Choke Bracket or Cover	14	C109-60-1		C109-1-2			C109-60-1	C109-1-2	
Choke Lever/Auto Choke	15		C102-10			C102-10			
Throttle Shaft & Lever	16	C229-1580	C229-1786	C20-1695		C20-1355	C229-1909-1	C20-1695	C20-1593
Throttle Lever	17								
Floating Lever	18								
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-54-S	C46-66-S	C46-54-S		C46-54-S	C46-54-S**	C46-54-S	C46-49-S
Throttle Plate & Screw	21	C21-202-S	C21-90-S	C21-166-S		C21-67-S	C21-244-S**	C21-166-S	C21-219-S
Karb Kit	22	K2136	K2002	K2000	K2048	K2215	K2058A	K2000	K2152
Gasket Set	23	C181-325	C181-94	C181-94	C181-365	C181-94	C181-67	C181-94	C181-362
Replacement Carburetor									

*C24-101 Floating Lever Also Required **Indicates Two Pieces Required ***Low Emission Carburetor

Instruction Sheet I, (page 25)

Module ABSS-12.24

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	REF. NO.								
Carburetor Number		13817	13818	13819	13820	13821	13822***	13823	13825
Carburetor Model		14060	228SBX9	68-8	228SBV9	87A8	806J8	267JX9	68-7
Customer Name		Onan	Gehl	Continental	White	Wisconsin	Baker	White	Ford
Customer Number		141-0847	061666	CABF-354	20-30071178	L57N	114110	40-2060020	D7JL-9510K
Venturi	1	Cast-In (24)	B38-90-22	B38-75-19	B38-90-22	Cast-In (20)		B38-71-22	B38-74-14
Main Jet	2	C71-60-34	C52-7-20	C52-8-24	C52-34-20	C52-7-20		C52-7-20	C52-7-19
Idle Jet	3		C56-3-19	C55-8-12	C56-3-14	C52-2-12		C55-22-16	C55-8-16
Discharge Jet	4		C66-27-1-75	C66-114-60	C66-70-2-60	C66-124-40		C66-175-70	C66-114-60
Power/Accelerator Jet	5								
Power Jet Valve	6				C97-12-13				
Metering Well	7								
Fuel Valve & Seat	8	C81-77-25	C81-68-35	C81-60-30	C81-68-35	C81-66-35	C81-66-25	C81-68-35	C18-66-25
Well Vent Jet	9			C77-18-24	C77-14-24	C76-50-1		C77-18-16	C77-18-29
Pump or Econ. Jet	10								
Float & Axle	11	C85-120-S	C85-1-S	C85-28-S	C85-1-S	C85-97-S		C85-115-S	C85-103-S
Main Jet Adjustment	12								
Choke Shaft & Lever	13	C105-310	C106-1	C105-286	C106-302	C105-3		C106-297-1	C105-286
Choke Bracket or Cover	14		C109-1	C109-60	C109-18			C109-60-1	C109-60-1
Choke Lever/Auto Choke	15			C106-202		CR106-3			C106-2
Throttle Shaft & Lever	16	C29-1593	C29-1888-1	C220-1447-2	C29-130	C29-1055			C29-1957
Throttle Lever	17							CR28-22	
Floating Lever	18								
Floating Lever Stop	19								
Idle Adj. Screw & Spring	20	C46-49-S	C46-[illegible]-S	C46-6-S	C46-23-S	C46-49-S		C46-54-S	C46-72-S
Throttle Plate & Screw	21	C21-219-S	C21-50-S	C21-185-S	C21-50-S	C21-42-S		C21-202-S	C21-176-S
Carb Kit	22	K2204	K2000	K2112	K2000	K2119	K2112	K2127	K2109
Gasket Set	23		C181-94	C181-329	C181-94	C181-296	C181-329	C181-325	C181-329
Replacement Carburetor				12544				12944	12522

*C24-181 Floating Lever Also Required **Indicates Two Pi trod ***Low Emission Carburetor

Module ABSS-12.24

Instruction Sheet I, (page 27)

Reread the page titled "How to Use Your Parts Catalog." Find the manufacturer's part number for an Allis Chalmers 1972 tractor, 250 C.I.

Notice that the manufacturer's part number is 1167810. The current production carburetor number is 0-13580. This carburetor takes Karb Kit K2118 and gasket set C181-94. The service replacement carburetor is numbered 0-14475. Notice for 1971 that there are two possible 250 C.I. models. The model number on the old carburetor would tell you which one was correct.

Now find the current production carburetor number for International Harvester Co. 1971 model C175. You should find that the current production carburetor number is 0-13488 and that it is model 267X9.

Look for model number 267X9 in section 2. What is the page number at the top of the page? Is the pin that holds the carburetor float, part number 11, included in the gasket set? Is it included in the Karb Kit?

The 267 series carburetor is located on page 26. You can find this out by looking on the contents page or by looking through the illustration pages. The pin is not part of the gasket kit but is included in the Karb Kit.

Turn to section 3, page 161. Look under carburetor number (current production number) 13488 in the sixth column from the left. What is the part number for the float and axle? In section 2 note that the float and axle is labeled reference number 11. Look down the left side of page 161 and find ref-no.11, float and axle and observe that the part number is C85-115-S. The Karb Kit is number K2127.

Notice that in section 3 the carburetor production numbers are listed in numerical order across the top of the page.

Student Self-Check I

USING PARTS CATALOG TO DETERMINE PART NUMBER

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor. Use sections 1, 2, and 3 in Instruction Sheet I, taken from Zenith: Service Parts and Carburetor Applications, to get information for answering the questions.

1. Find Allis Chalmers 1977 Model 292.
   a. What is the current production carburetor number?
   b. What is the carburetor model number?
   c. What page number is at the top of the illustration page for the 228 series carburetor?
   d. Is the ring that goes on screw C134-46 included in the gasket set?
   e. What is the reference number of the fuel valve and seat?
   f. What is the part number of the fuel valve and seat?
2. Find Caterpillar tractor, 1976 model D8.
   a. What is the current production carburetor number?
   b. What is the carburetor model number?
   c. What page number is at the top of the illustration page for the 261 series carburetor?
   d. What is the name of the item with reference number 12?
   e. What is the part number for the main jet adjustment?
3. Find Kohler, 1974 model K662
   a. What is the current production carburetor number?
   b. What is the carburetor model number?
   c. What page number is at the top of the illustration page for 12 series carburetor?
   d. What is the name of reference number 16?
   e. What is the part number for the fuel valve and seat?

Instruction Sheet II

USING MICROFICHE TO DETERMINE PART NUMBER

Microfiche is film used to store information. The standard size microfiche film is about six inches by four inches. The pages to be put on the film can be shrunk to different sizes. The smaller the pages are shrunk, the more can be put on a sheet of film, but the more difficult it becomes to read. Special magnifying lenses are available to magnify the small print. The standard size for microfiche reduces 98 pages that are 8 1/2 inches by 11 inches (the same size as this page) to one 4" x 6" microfiche film. The film is thick enough not to flop when you handle it.

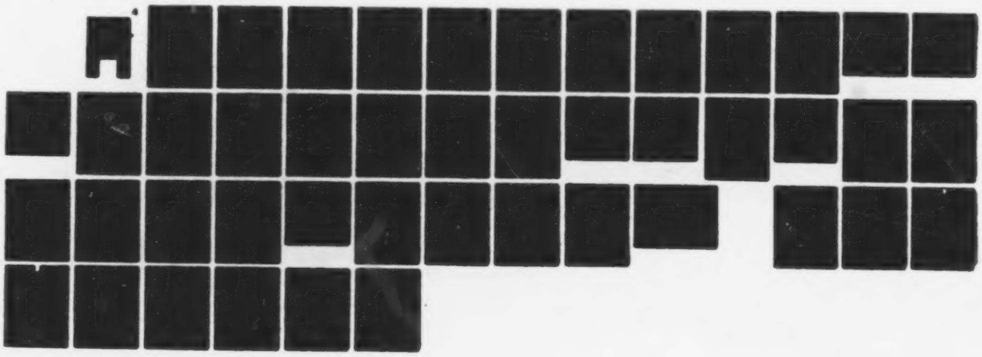
Microfiche is sent from the company to the business, usually with suggestions on how to file it. The film usually comes in an envelope and is stored in a file drawer made for microfiche or 4" x 6" cards.

The top of a microfiche film has an identification number, the number of that page as well as the number of pages in this series, a title, date, and number of pages on this film. The information at the top is in normal typed print so that it can be read directly off the microfiche.

The following example illustrating microfiche has 47 pages, including the contents and end pages.

Example 1

Form 3-800 Carburetor Numbers 12655-12671
MAR 85 243p.
Page 3 of 3



Some of the pages are only partial pages, and one page is turned sideways since the diagram on it was sideways.

Instruction Sheet II, (page 2)

The informaiton on the microfiche is about the same as the information included in a parts catalog, but as many as 98 pages can be stored on a single film. This savings in handling, paper, and space are all reasons many companies are going to this system.

The microfiche is read using a microfiche reader. The microfiche film is placed on a glass tray in the reader. The contents of the microfiche film are listed in the upper lefthand corner. Focus the microfiche reader so the contents page is clear on the screen. Find the page you need. Move the glass tray so the page you need is centered on the screen. Refocus the microfiche reader if necessary. Locate the illustration, part number, or information needed.

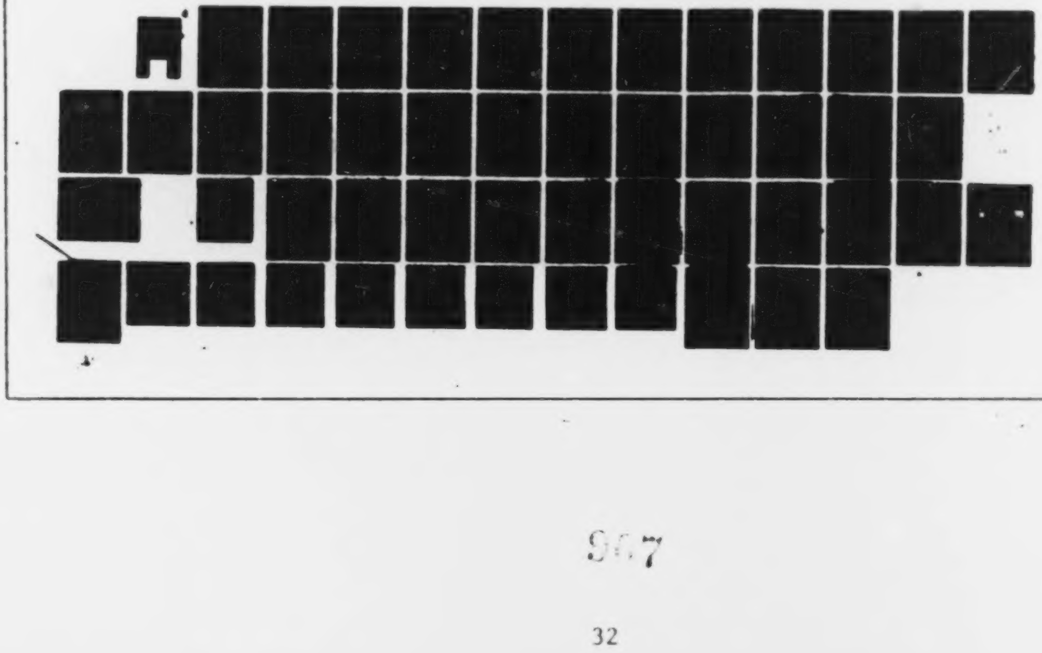
What is the page number of the previous microfiche example? How many total pages are in this series? What is the title of the microfiche? What is the date of this microfiche? How many pages are on this microfiche?

The example is page 3. There are 3 pages in this series. The title is "Carburetor Numbers 12655-12671." The date is 1985, and there are 243 pages on this microfiche.

This example of two hundred forty-three pages represents a good sized book, yet only takes three films. Therefore, it saves space.

Example 2

Model D-7 Transmission Parts for D-7 Caterpillar Tractor
APR 85 51p.
1 of 1



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Instruction Sheet II, (page 3)

Example 3

Model XL   Parts for Model XL Lawnmower
             86 214p.
2 of 3

[redacted]

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Student Self-Check II

USING MICROFICHE TO DETERMINE PART NUMBER

Directions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor. Use Example 2 from Instruction Sheet II to answer question number 1, and use Example 3 to answer question number 2.

1. a. How many film pages are in the series in Example 2?
   b. What is the title of Example 2?
   c. How many pages of data are shown on this film?

2. a. How many film pages are in the series in Example 3?
   b. What page number film is Example 3?
   c. How many total pages of data are there in the series example shown in Example 3?

3. A standard microfiche film contains as many as ____________ reduced 8 1/2 x 11 inch pages.

4. A standard microfiche film is ______ inches by ______ inches.

Instructor's Final Checklist

USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
1. Given the year, make, and model of three pieces of equipment and a sample parts catalog, student supplied the following information correctly for each of the three:			
a. Current production carburetor number	[ ]	[ ]	[ ]
b. Carburetor model	[ ]	[ ]	[ ]
c. Identified the page number at the top of the illustrations page	[ ]	[ ]	[ ]
d. Provided name or reference number for one part . .	[ ]	[ ]	[ ]
e. Provided part number for one part	[ ]	[ ]	[ ]
2. Given two sample microfiche films, student correctly supplied the following information:			
a. Title	[ ]	[ ]	[ ]
b. Page number	[ ]	[ ]	[ ]
c. Number of pages in series	[ ]	[ ]	[ ]
d. Total number of data pages in series	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, USING PARTS CATALOG OR MICROFICHE TO DETERMINE PART NUMBER.

Your instructor will provide a copy of Instruction Sheet I and a copy of the Check-Out Activity Sheet. Complete the answers and turn them in to your instructor.

Module ABSS-12.34

Agribusiness Supplies and Services

MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS

INTRODUCTION

Some businesses require employees who can measure, weigh, and package agricultural products. A knowledge of measuring and weighing devices may be essential for such occupations. An understanding of packages and packaging is also required for many operations. In this module, you will learn about measuring, weighing, and packaging agricultural products.

DIRECTIONS

Read the objective below. If you think you are already able to perform this task, read the Check-Out Activity on the back cover. Then either arrange with your instructor to do the Check-Out Activity,

OR

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about measuring, weighing, and packaging agricultural products, complete the test with at least 80 percent accuracy.

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Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MEASURING AND WEIGHING AGRICULTURAL PRODUCTS,
   (or)____
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, MEASURING AND WEIGHING AGRICULTURAL PRODUCTS.
3. READ Instruction Sheet II, PACKAGING AGRICULTURAL PRODUCTS,
   (or)____
4. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, PACKAGING AGRICULTURAL PRODUCTS.
5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

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Instruction Sheet I

MEASURING AND WEIGHING AGRICULTURAL PRODUCTS *

Selling by Weight

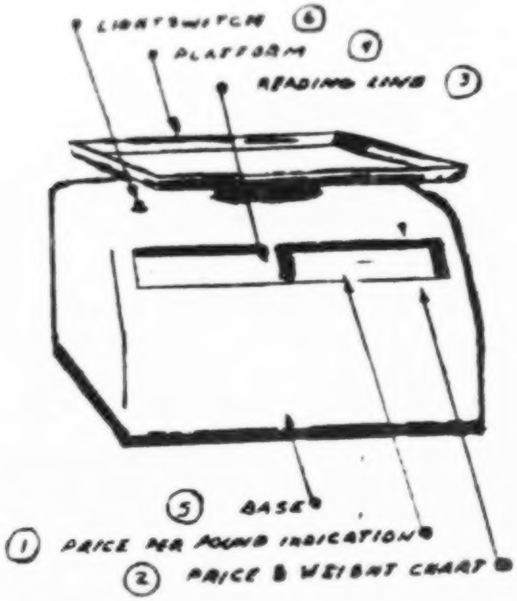
Many agricultural products are sold by weight. When products are sold by weight the scales used are subject to inspection and certification by the Department of Agriculture, Division of Weights and Measures. The Kentucky Department of Agriculture offers several recommendations and suggestions for acceptable types and manufacturers of scales. Both digital and tension dial household bathroom scales are unacceptable, and most are marked as not legal for commercial selling.

Selling by weight gives the customer full value for the price and avoids the controversy in pick-your-own sales of over-filling containers. Selling by weight in truck load quantities of agricultural products may save handling and counting individual containers.

The next page shows a diagram of the parts of a scale and describes the functions of the parts. This type of scale is common in produce and meats departments of grocery stores. Newer scales may have a digital readout for weight, price per pound, and total price. The large bright digits are easy to read. If a scale is available at school or work, be sure you know the parts, how to operate the scale, and then practice using it.

PARTS OF A SCALE

Look at the illustration of a scale and familiarize yourself with the parts and their functions.


LIGHTSWITCH ⑥
PLATFORM ④
READING LINE ③
⑤ BASE
① PRICE PER POUND INDICATION
② PRICE & WEIGHT CHART

PART	FUNCTION
1. Price per pound indication	Indicates the amount to charge per pound.
2. Price and weight chart	Determines total price of produce.
3. Reading line	A line that is read to determine the cost of produce.
4. Platform	The table on the scale where produce is placed to be weighed.
5. Base	The foundation of the scale that holds the working parts.
6. Light switch	Used to illuminate or light the indication window.

Selling by Volume or Count

Selling by volume or count may be better for small fruits and some mid-sized fruits and vegetables such as peaches, apples, tomatoes, cucumbers, peppers, carrots, and sweet corn. Large fruits and vegetables like cabbage, cauliflower, broccoli, squash, melons and pumpkins may be sold by size or each. For some of these products, standard containers must be provided, which adds to the cost. Bulk display sales for some of these items is acceptable, where the shoppers select products such as tomatoes, sweet corn ears, and beans. For a pick-your-own operation, selling by volume rather than weight allows the customers to know the approximate value of their picking labor before leaving the field.

Retail Containers

Many different kinds and sizes of containers are available for retail selling. Some of the more common ones are listed below. The individual crops, are compared with bushels, lugs, and other containers used to package those items in wholesale trade.

Wood baskets--round wooden baskets in sizes of 1/4 peck, 1/2 peck, 1 peck, 1/2 bushel and 1 bushel.

Boxes, shipping cartons and hampers--usually made of corrugated paper, often waxed, and ranging in size from 1/2 peck to 1 bushel.

Bags--of paper and polyethylene, with carrying handles, in sizes from 1/4 peck to 1/2 bushel.

Kraft bags are often used for packaging small amounts. The estimated equivalent volumes of some common sizes of paper bags are:

Grocery bag . . . 2/3 bushel
No. 10 bag . . 1-3/4 gallons (7 quarts)
No. 20 bag . . . 1 peck (8 quarts)
No. 8 bag . . 1 gallon (4 quarts)
No. 2 bag . . . 1 quart

Trays--shallow corrugated paper trays are used on pick-your-own berry farms. Common sizes hold 6 to 8 quarts (10 to 15 pounds).

Fruit and vegetable baskets--often made of corrugated paper in sizes from 2 to 8 quarts with carrying handles.

Fruit tills or cups--small containers of 1/2 pint to 4 quarts. They are made of several materials: pulp, cardboard, corrugated paper, plastic, and wood. The shape varies with kind of container. Quart berry cups are familiar in most markets.

Instruction Sheet I, (page 4)

Definitions and Conversions

Bushel = 2,150 cubic inches, 32 quarts (dry), or 64 pints (dry).

Peck = 1/4 bushel, or 8 dry quarts or 538 cubic inches.

Lug = shallow containers, usually wood, that vary in size for different crops; used in wholesale markets.

Gallon = 4 quarts, 231 cubic inches. (The gallon is a liquid measure; therefore, it is not appropriate to advertise or sell berries "by the gallon.")

Quart = 58 cubic inches.

Kilo (gram) = 2.205 pounds.

Liter = 1.057 quarts (liquid).

Sizes of Retail Containers for Fruits and Vegetables

Commodity	Retail unit (volume)	Net weight (pounds)
APPLES	(usually sold in volume containers of various sizes)	
	bushel	42 to 48
	1/2 bushel bag	24
	peck	10 to 14
APRICOTS	bushel	50
	lug	24
	peck	12 to 14
BLACKBERRIES	6-quart tray	10 to 12
	gallon	5 to 6
	quart	1-1/4 to 1-1/2
BLUEBERRIES	6-quart tray	10 to 12
	gallon	5 to 6
	quart	1-1/2 to 2
	pint	3/4 to 1
CHERRIES	lug	15 to 16
	quart	1-1/2 to 1-3/4
	pint	1-1/4 to 1-1/2
GOOSEBERRIES	quart	1-3/4 to 2
GRAPES	(with stems)	
	bushel	44 to 50
	lug	24 to 28
	2-qt. basket	2-1/2 to 3
PEACHES	bushel	48 to 52
	1/2-bushel bag	24
	lug	19 to 22
	peck	12 to 14

Instruction Sheet I, (page 5)

Commodity	Retail unit (volume)	Net weight (pounds)
PEARS	bushel	48 to 50
	lug	21 to 24
	peck	12 to 14
PLUMS	bushel	50 to 56
	peck	13 to 15
RASPBERRIES	6-quart tray	8 to 10
	3-quart tray	4
	quart	1-1/4 to 1-1/2
	pint	3/4
STRAWBERRIES	quart	1-1/4 to 1-1/2
	4-quart basket	6
	6-quart basket	10 to 12
	8-quart basket	12 to 15
	8-quart flat	12
	24-quart crate	36
ASPARAGUS	(often sold in bunches weighing 1-1/2 to 2 lb. each)	
	bushel	45
	pyramid crate	32
BEANS, Lima	bushel	32
	peck	8 to 9
BEANS, Snap	bushel	28 to 30
	peck	8
BEETS	(often sold in 2 lb. bunches with leaves)	
	bushel, topped	50 to 56
BROCCOLI	(usually sold by the head or bunch weighing 1 to 1-1/2 lb.)	
	bushel	23 to 25
BRUSSELS SPROUTS	quart	1-1/2
CABBAGE	(often sold by the head, varying in size with variety and tightness of head, usually 2 to 6 lb.)	
	crate or mesh bag	50
CARROTS	(often sold in 1 lb. bunch with tops)	
	bushel, topped	50
CAULIFLOWER	(usually sold as 1 to 1-1/2 lb. heads)	
	carton of 12 to 16 trimmed	18 to 24

Instruction Sheet I, (page 6)

Commodity	Retail unit (volume)	Net weight (pounds)
CORN	Sweet (usually sold by 1 dozen count, which weigh 6 to 8 lb. in husk)	
	5 doz. bag or wire-bound crate	35 to 40
CUCUMBERS	(sometimes sold by count)	
	bushel	48 to 50
	peck	12 to 13
EGGPLANT	(usually sold by count, 1 to 1-1/2 lb. each)	
	bushel	33 to 35
KALE	(also sold in 1 to 1-1/2 lb. bunches)	
	bushel	18
GREENS	(Mustard, spinach, and turnip often sold in 1 to 1-1/2 lb. bunches or bags)	
	bushel	18 to 20
MUSKMELONS	(usually sold by count; vary widely in size by variety, 3 to 6 lb. each)	
	bushel	48
OKRA	bushel	26
ONIONS	dry, sack	50
ONIONS	bunch, green	
	48 bunches	15 to 18
PEAS	green (unshelled)	
	bushel	28 to 30
	peck	7 to 8
PEAS, edible pod. .	peck	8 to 10
	quart	1 to 1-1/2
PEPPERS, green . . .	(often sold by count)	
	bushel	25 to 30
POTATOES	NEW No. 1 10 bag	10
PUMPKINS	(usually sold by count)	
Pie pumpkins	each	5 to 15
Jack O'Lantern	each	15 to 40
RADISHES	(usually sold in bunches of 1/2 to 3/4 lb.)	
RHUBARB	bunch	2 to 2-1/2
SQUASH	summer (zucchini, crookneck, Patty Pan, etc.)	
	bushel	40 to 44
	8 qt. basket	10
SQUASH	winter (usually sold by count and may be graded by size)	

Instruction Sheet I, (page 7)

Commodity	Retail unit (volume)	Net weight (pounds)
SQUASH (cont.)		
Small	(such as Acorn, Butternut, Buttercup)	
	each	1 to 4
Intermediate	(such as Delicious, Golden Hubbard, Banana)	
	each	6 to 12
Large	(such as Blue Hubbard, Jumbo Banana)	
	each	15 to 40
SWEET POTATOES . . .	bushel	50
	peck	12 to 13
TOMATOES	bushel	50 to 60
	8 quarts or peck basket	12 to 15
TURNIPS AND RUTABAGA	(without tops)	
	mesh bag or bushel	50 to 56
	peck	12 to 15

*Adapted from: C. M. Sabota and J. W. Couter, Net Weights and Processed Yields of Fruits and Vegetables in Common Retail Units. Urbana-Champaign, IL: Cooperative Extension Service, University of Illinois, 1986.

Student Self-Check I

MEASURING AND WEIGHING AGRICULTURAL PRODUCTS

Dirctions: Answer the questions listed below on a separate sheet of paper. Check to see if your answers are correct according to the procedure established by your instructor.

1. (True or False) Many agricultural products are sold by weight.

2. (True or False) Selling by weight gives the customer full value for the price.

3. (True or False) The base is the part of the scale that the produce is put on.

4. (True or False) Selling agricultural products by weight in truckload quantities may save handling and counting individual containers.

5. (True or False) Digital scales are harder to read than regular platform scales.

6. (True or False) Large fruits and vegetables may be sold by size or by item.

7. (True or False) Trays used in pick-your-own berry operations hold 6 to 8 quarts.

8. (True or False) A quart of berries usually weighs a pound or less.

9. (True or False) A kilogram is equal to a pound.

10. (True or False) Wooden baskets commonly come in sizes of 1/4 peck to 1 bushel.

Instruction Sheet II

PACKAGING AGRICULTURAL PRODUCTS

New technology and ideas in packaging agricultural products have made rapid and revolutionary changes commonplace.

Many agricultural products are packaged at a warehouse, with waste parts of plants being removed before packaging. For example, the tops of carrots and radishes are often removed before packaging. Some times waste materials are cut off in the field, saving transportation costs and providing organic matter for the field.

Most packaging operations have become very automated. Fruits and vegetables may be washed, graded, sized, covered with materials such as wax or vegetable oil, weighed, and put into bags, boxes, or other containers almost untouched by human hands. The individual containers are placed in larger containers for easier handling and shipping. These shipping containers help protect the product while allowing more to be shipped in a specified space.

In the past, many packages, such as crates of vegetables, were quite heavy. New, lighter materials being used for packaging and smaller containers have combined to provide packages that can be handled by hand more easily.

Research and development efforts about containers are continuously being conducted. Improvements in materials used to package agricultural products allow them to last longer, weigh less to ship, and be easier to handle. Besides the outside containers, new liners and trays are being developed to protect products.

You may want to explore a career in packing. As research and development continue to improve packaging and packaging methods, this will continue to be an exciting field in which to be involved.

Student Self-Check II

PACKAGING AGRICULTURAL PRODUCTS

1. (True or False) Changes in packaging are slow.
2. (True or False) Many agricultural products are packaged at a warehouse.
3. (True or False) More and more leaves and other parts are left on agricultural products for freshness.
4. (True or False) Leaving waste parts in the field provides organic matter for the field.
5. (True or False) Most packaging operations have become very automated.
6. (True or False) Small containers are placed in larger containers for shipping.
7. (True or False) Shipping containers are designed to help protect the product.
8. (True or False) Many packages are getting heavier because of new equipment.
9. (True or False) Improvements have been made in materials used to package agricultural products.
10. (True or False) The insides are well as the outsides of packages are changing.

Instructor's Final Checklist

MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Fully Accomplished	Not Accomplished	Not Applicable
The student completed a test about measuring, weighing, and packaging agricultural products with at least 80 percent accuracy	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, MEASURING, WEIGHING, AND PACKAGING AGRICULTURAL PRODUCTS.

Your instructor will provide a test about measuring, weighing, and packaging agricultural products. Complete the test.